5.1 Statement of the Problem

The problem selected for the purpose of personal research is: "A Study on Constitutional Provisions for Educational Rights of Women and Minorities in India with Its implementations in Karnataka State"

5.2 Objectives of the Study

1. To study the article 15(1) and 15(3) for Educational Rights of women in India.

2. To Study the Important Committees and Commission on Women and Girls Education

3. To study the centrally sponsored schemes and programmes for women and Girls Education in India.

4. To study the implementations of schemes and programmes for Education of women and girls in Karnataka State.

5. To study the article 29, 30 and 350(A) for Educational Rights of Minorities in India.

6. To study the implementation of centrally sponsored schemes and programmes for Minorities Education in India.

7. To study the implementation of schemes and programmes for Education of Minorities in Karnataka State.

5.3 Operational Definitions of the Terms Used

In the present study the concept of operational definitions of the terms used pursued as follows;
i. Educational Rights

Education is the basic requirement for human development and right to education is a fundamental human right. This fact has been recognized by our Constitution, various international conventions, and declarations. Every person irrespective of their sex, caste, creed, religion should be provided with opportunities to avail education to attain complete human development. Education is a concurrent subject and the Constitution of India contains the following provisions concerning it.

Right to Education (Article 21 A) 93rd Amendment

The founding fathers of the Constitution of India had not included Right to education in part - III of the Constitution as the situation of the country after independence was not conducive to grant such a right to its citizens. Making right to education a fundamental right meant a huge responsibility on the state as it did not have the sufficient resources at that time. Considering the economic status of the country at the time of its independence granting a fundamental right to education also meant that the state had to battle a large chunk of litigation against it filed for enforcing the fundamental right guaranteed under the Constitution.

ii. Educational Rights of Women

A special feature of emancipation of education among women is referred as women education. There were several results of the wide emancipation which followed in the wake of independence. A general decline in orthodoxy and religious observance was apparent among the younger educated people. The cost of living rose to high level. Economic pressure forced the women, specially middle class women to work outside the home to supplement the family income. This is all due to women education.

Girls' and Women's education in India. While the general narrative has a national focus, concrete examples, experiences, case studies
and voices from the field have been drawn from Rajasthan. Given the size of India and the enormity of the problem, it is not possible to do justice to a wide range of issues impacting on girls and women's education. A study was commissioned by UNESCO PROAP in 1996-97 and this resulted in the book titled Bridging The Gap Between Intention And Action – Girls’ And Women’s Education In South Asia. Many of the issues discussed in the book have not been repeated, and where absolutely essential, specific items have been quoted. The author has drawn upon recent survey data on education and development, latest progress reports of special programmes and schemes of Government of India.

‘Women’s rights’ in their literal meaning simply refer to a set of rights which are exclusively enjoyed, or rather enjoyable, by women in particular, to the exclusion of men. A narrow sense of the phrase implies only those rights that are recognized in an individual state. In this regard, the definitional formats of rights are the socio-economic – cultural-religious and legal settings of a particular country in which women stand. In a broader sense, women rights signify a wide range of ‘entitlements’ that women are entitled to by virtue of their humanity and are the same for all.

The recommendations of the Vienna Declaration led the General Assembly to adopt the Declaration on the Elimination of Violence against Women in 1993. This Declaration is much more explicit and clear than prior conferences in defining the nature and scope of violence against women. Article 3 of the Declaration provides, amongst other things, women’s rights to life, rights to equal protection of law and rights to be free from all forms of discrimination. It seeks to strengthen and complement the process of effective implementation of the CEDAW.

**iii. Concept of Minority:**

Definition of Minority
Section 2(f) of the National Commission for Minority Educational Institutions Act, 2004 states "minority", for the purpose of this Act, means a community notified as such by the Central Government.

MHRD vide their notification of 18th Jan. 2005 notified the following communities as the minority communities, namely: **Muslims, Christians, Sikhs, Buddhists and Zoroastrians (Parsis).**

The expression 'minority' has been derived from the Latin work 'minor' and the Suffix it which means "small in number".

According to Encyclopedia Britannica 'minorities' means 'group held together by ties of common descent, language or repeats from the majority of the inhabitants of a given political entity', J.A. Laponce in his book "The Protection to Minority" describes "minority" as a group of persons having different race language or religion from that of majority inhabitants. In the year book on Human Rights U.N. Publication 1950 ed. Minority has been described as non-dominant group having different religion or linguistic traditions than the majority population.

The concept of minorities as given by various authorities and authentic sources are presented below:

The word 'minority' has not been defend in the Constitution, The Motilal Nehru Report (1928) showed a prominent desire to afford protection to minorities. But did not define the expression. The Sapru Report (1945) also proposed inter alia, Minorities Commission but did not define minority.

The Year Book Human Rights (1950) page 490, the U. N. Sub-Commission on Prevention of Discrimination and Protection of Minorities has defined ‘minority’ (by an inclusive definition) as under: The term ‘minority’ includes only those non dominant group in a population which possess and wish to preserve stable ethnic, religious or linguistic tradition or characteristics markedly different from those of the rest of the population;
But after the drafting committee considered the clause on 1st November 1947, it emerged with substitute of 'section of citizens', (B. Siva Rao, Select documents (1957), Vol. 3 pages 525-26. clause 23, draft constitution). It was explained that the intention had always been to use minority in a wide sense, so as to include Bengal. (7 C.A.D. Pages 522-23).

The concept of minorities as follows;

i. The word ‘minority’ is not defined in the constitution according to the popular sense of community, which is numerically less than 50 percent of the population of the state concerned.

ii. When the law, which is impugned as violating article 30, is a state law. Applicable to the territory the state as whole and not only particular reason thereof conversely, if it is a state law. A minority community of the state would be entitled to the protection article 30 (1) even through it may not constitute a minority in relation to the whole India.

iii. The ‘minority’ referred to in article 30 must be a minority based either on religion or language need not be both.

iv. Again for me purpose of article 30(1) a community may constitute a minority based on language even though they may not have a separate script; it would be enough if they have separate spoken language.

v. It has been held that Ramkrishna and his disciple Swami Vivekananda Preached Hindu religion and not a minority religion called Ramakrishna Religion district and separate from Hindu religion.

vi. A school which other wise a minority school would continue to be so whether the government declared it as such or not government declaration is out the best may a recognition of an guessing teach.

iv. Educational Rights of Minorities

363
“All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.”

“In making any law providing for the compulsory acquisition of any property of an educational institution established and administered by a minority, referred to in Clause (1), the state shall ensure that the amount fixed by or determined under such law for the acquisition of property is such as would not restrict or abrogate the right guaranteed under the clause.”

“The State shall, in particular, direct its policy towards securing that the citizens, men and women, equally have the right to an adequate means of livelihood.”

Let us conclude with that Justice Khanna along with Justice Mathew observed in a very important case. Part of the observation reads:

“The idea of giving some special rights to the minorities is not to have a kind of privileged or pampered section of the population, but to give to the Minorities a sense of security and a feeling of confidence. Special rights for Minorities were designed not to create inequality. Their real effect was to bring about equality.”

5.4 Methodology

i) Design of the Study

The study involves tracing the path or progress of education of women and minorities in India hence the study involves the historical survey method of research.

Historical method was used for study of provisions for Educational rights (articles) of women and minorities. (Objective 1, Objective 2 and Objective 5)

Descriptive Survey method was used for the study of schemes and programmes of women and minorities education in India as well as Karnataka state for collecting information through State Department
of Offices, District / Block Offices and Various Institutions, Website, Libraries, E-books and some people of the sources.

Descriptive analytical Survey method was used for the tracing in depth analysis about the schemes and programmes of the educational provisions of women and Minorities Education.

Historical research was a procedure supplementary to observation in which the researcher seeks to test the authenticity of the reports or observation made by other. This is the systematic collection and objective evaluation data related to fast occurrence to determine causes, affects or trends of those events that may help explain present events and anticipate future events (Read – Cover story. “The Resilient Brahmin” by Debashish Mukarji – The Week. Nov. 10.2002 p 36-46)

**ii) Sources**

*a) Primary Sources*

"By a 'source' the historian means material that is contemporary to the events being examined. Such sources include, among other things, diaries, letters, newspapers, magazine articles, tape recording, pictures, and maps. Such material may have appeared in print before, edited or unedited, and still be a source. The term is meant to be restrictive rather than inclusive, in that it attempts to indicate that works of secondary scholarship, or synthesis, are not sources, since the data have been distilled by another person. One good way for the novice historian to lose credibility among his serious-minded fellows is to call a biography of Mahatma Gandhi or an analysis of the Magna Charta a 'source'.

"A primary source gives the words of the witnesses or the first recorders of an event. Primary sources include manuscripts, archives, letters, diaries, and speeches. Secondary sources are descriptions of the event derived from and based on primary sources'. The line between primary and secondary sources is often indistinct, fro
example, a single document may be a primary source on some matter and a secondary source on others.” (Helen J. Poulton)

“A primary source is distinguished from a secondary by the fact that the former gives the words of the witnesses or first recorders of an event – for example, the diaries of Count Ciano written under Mussolini’s regime. The researcher, using a number of such primary sources, produces a secondary sources.” (Jacques Barzun)

The following primary sources were tapped for collecting the required data.

- Commissions Report – 2003 Karnataka State Minorities Commission, Bangalore.
- Directorate of Minority Welfare, Govt. of Karnataka 2011-12.
- Education Dept. Govt. of Karnataka Annual Report 2005-09.
- Education in Karnataka – 2009-10. An Analytical Report, Govt. of Karnataka Dept. of Public Instruction.
- Major Initiatives Educational Advancement of Minorities, MHRD, Govt. of India - 2011.

• Minorities in Karnataka – Vision 2025. Karnataka State Minorities Commission.


• Resource Kit, South India Cell for Human Right Education and Monitoring.

• Schemes of the Dept. of Minorities Welfare Govt. of Karnataka – 2009.

• Strategy for Girl Child Education for the State of Andhra Pradesh, Dr. MCR HRD IAP Campus Road, Jubilee Hills, Hyderabad-500 003.

• The Karnataka Minority Development Corporation Ltd. 2011-12.

b) Secondary Sources

In the words of Kerlinger, “A secondary source is an account or record of an historical or circumstance one or more steps removed from an original history”.

Secondary sources are the reports of a person who relates the testimony of actual witness of, or participant in an event. The writer of the secondary source who was not on the scene of the event, merely reports what the person who was there said or wrote. Secondary sources of data are usually of limited worth for research purposes due to the error that may result when information is passed on from one person to another. Most history books and encyclopedias are examples of secondary source.

Some types of material may be secondary sources for some purposes and primary sources for other, e.g., a high school text-book in American History in ordinary a secondary source. But if one was making a study of the changing emphasis on nationalism in high
school American history text-books, the book will be a primary
document or source of data.

The secondary sources were consulted for the required data were:


- David Sills (1968) International Encyclopedia of the Social Science,

- Jain M.P. (1999) Indian Constitutional Law, 4th Ed. Wadhwa and
  Co. Nagpur.

  London.

- Neera Chandoke (1999), Beyond Secularism (The Rights of


- Sachchidananda, Ramesh P.S. (1980) Women Rights Myth and
  Reality, Mrs. Kiran Gupt Print, Jaipur.

  Ltd., Bombay.

- Sharma, G.S. (1973) Educational and Cultural Rights of the
  Minorities. New Delhi: Indian Council of Social Science Research.


iii) Information Schedules, interview and personal visits.
The interview and the personal visits, both utilize the question asking approach. Theses instruments can be used to obtain information concerning facts, beliefs, feelings, intentions and so on. In an interview, data are collected through face-to-face or telephone interaction between the interviewer and the respondent. Personal visits obtains information through the respondent’s written responses to a list of questions. The researcher has prepared the information schedules and personally visited to collect data from the following categories of respondents:

1. **State officials**: 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, status of work undertaken under the scheme, enrolments, utilization of grant and opinion of block officials, Schools / Institutions and beneficiaries about the scheme.

**iv) Sample**

For the purpose of gathering the following information, we seek.

1) MHRD Department of Women and Minorities Govt. of India.

2) Educational districts from Karnataka Sate have randomly selected from 29 districts respondents as follows in the tables :
### Table No. 5.1: State Offices and departments of Women and Girls Education

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Name of Departments</th>
<th>Whom meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Department of Women and Child Welfare, M.S. Building, Bangalore</td>
<td>Director</td>
</tr>
<tr>
<td>2</td>
<td>Karnataka State Commission for Women, M.S. Building, Bangalore</td>
<td>Chairman</td>
</tr>
<tr>
<td>3</td>
<td>Directorate of Child Women and Child Welfare, M.S. Building, Bangalore</td>
<td>Director</td>
</tr>
<tr>
<td>4</td>
<td>Directorate of Collegiate Education, K.R. Circle, Bangalore.</td>
<td>Commissioner</td>
</tr>
<tr>
<td>5</td>
<td>Director PU Education, Malleshwaraum, Bangalore.</td>
<td>Director / Project Officer</td>
</tr>
<tr>
<td>6</td>
<td>Department of Technical Education, K.R. Circle, Bangalore.</td>
<td>Office Superindent</td>
</tr>
<tr>
<td>7</td>
<td>Director SSA K.R. Circle, Bangalore</td>
<td>Project Officer</td>
</tr>
</tbody>
</table>

### Table No. 5.2: State Departments and Offices of minority

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Name of Departments</th>
<th>Whom meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Department of Minority Welfare, Vikas Soudha, Bangalore</td>
<td>Director</td>
</tr>
<tr>
<td>2</td>
<td>Karnataka State Wakf Council, Utility Building, Bangalore</td>
<td>Chairman</td>
</tr>
<tr>
<td>3</td>
<td>Directorate of Child Women and Child Welfare, M.S. Building, Bangalore</td>
<td>Director / Office Superindent</td>
</tr>
<tr>
<td>4</td>
<td>State Minorities Commission, Utility Building, Bangalore</td>
<td>President</td>
</tr>
</tbody>
</table>
### Table No. 5.3 District Officials and Offices of Women & Minorities in Karnataka State

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Name of Departments</th>
<th>Whom meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Deputy Director Public Instructor, Gulbarga.</td>
<td>DDPI</td>
</tr>
<tr>
<td>2</td>
<td>Department of Minorities Gulbarga</td>
<td>Director / Office Superindent</td>
</tr>
<tr>
<td>3</td>
<td>Department of Child &amp; Women’s Welfare, Gulbarga</td>
<td>Director / Office Superindent</td>
</tr>
<tr>
<td>4</td>
<td>Joint Director PU Board, Gulbarga</td>
<td>JD</td>
</tr>
<tr>
<td>5</td>
<td>Deputy Director Public Instructor, Dharwad.</td>
<td>DDPI</td>
</tr>
<tr>
<td>6</td>
<td>Department of Minorities Mini Vidansouda, Dharwad.</td>
<td>Director / Office Superindent</td>
</tr>
<tr>
<td>7</td>
<td>Department of Child &amp; Women’s Welfare, Mini Vidansouda, Dharwad.</td>
<td>Director / Office Superindent</td>
</tr>
<tr>
<td>8</td>
<td>Joint-Director Collegiate Education, Mini Vidansouda, Dharwad.</td>
<td>JD</td>
</tr>
<tr>
<td>9</td>
<td>Deputy Director Public Instructor, K.R.C. Circle, Belagavi.</td>
<td>DDPI</td>
</tr>
<tr>
<td>10</td>
<td>Department of Minorities Mini Vidansouda, Belagavi.</td>
<td>Director / Office Superindent</td>
</tr>
<tr>
<td>11</td>
<td>Department of Child &amp; Women’s Welfare, Mini Vidansouda, Belagavi.</td>
<td>Director / Office Superindent</td>
</tr>
<tr>
<td>12</td>
<td>Joint-Director Collegiate Education, K.R.C. Circle, Belagavi.</td>
<td>JD</td>
</tr>
<tr>
<td>13</td>
<td>Deputy Director Public Instructor, Mangalore</td>
<td>DDPI</td>
</tr>
<tr>
<td>14</td>
<td>Department of Minorities Mangalore</td>
<td>Assistant Director / Office Superindent</td>
</tr>
<tr>
<td>15</td>
<td>Department of Child &amp; Women’s Welfare, Mangalore</td>
<td>Director / Office Superindent</td>
</tr>
<tr>
<td>16</td>
<td>Joint-Director Collegiate Education, Mangalore</td>
<td>JD</td>
</tr>
</tbody>
</table>
**Table No 5.4 : List of Educational Institutions for Women and minorities.**

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Name of Departments</th>
<th>Whom meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BLDE Girls High School, Bijapur</td>
<td>Head master</td>
</tr>
<tr>
<td>2</td>
<td>Chandbibi Minority Institution, Gulbarga</td>
<td>Principal</td>
</tr>
<tr>
<td>3</td>
<td>Anjuman PU College, Dharwad</td>
<td>Principal</td>
</tr>
<tr>
<td>4</td>
<td>Mahilamandal Womens Degree College Belgaum.</td>
<td>Principal</td>
</tr>
<tr>
<td>5</td>
<td>Govt. High School for Girls Ramnagar</td>
<td>Head Master</td>
</tr>
<tr>
<td>6</td>
<td>Govt. Urdu Residential High School, Bidar</td>
<td>Principal</td>
</tr>
<tr>
<td>7</td>
<td>Women's Degree College Yadgiri</td>
<td>Principal</td>
</tr>
<tr>
<td>8</td>
<td>KLE Girls High School Athani</td>
<td>Head Master</td>
</tr>
<tr>
<td>9</td>
<td>Muslim Minority Institution Kundapur.</td>
<td>Head master</td>
</tr>
<tr>
<td>10</td>
<td>Shaikh Urdu High School, Batkal</td>
<td>Head master</td>
</tr>
<tr>
<td>11</td>
<td>Haji Abdullah High School Udupi</td>
<td>Head Master</td>
</tr>
<tr>
<td>12</td>
<td>Mr. Feroz Khan urdu High School Bidar</td>
<td>Head Master</td>
</tr>
<tr>
<td>13</td>
<td>Govt. Girls College Gulbarga</td>
<td>Principal</td>
</tr>
<tr>
<td>14</td>
<td>Govt. Urdu High School Munirabad</td>
<td>Head master</td>
</tr>
<tr>
<td>15</td>
<td>Govt. Residential Urdu School Gulbarga</td>
<td>Principal</td>
</tr>
</tbody>
</table>
5.5) Procedure used for the collection of data

In order to collect data this quantitative information which includes, the state, district and block officials of various concerned departments of all district of Karnataka State was taken.

For qualitative information we seek MHRD, Department of women and child Development and Department of Minority Government of India and Karnataka was taken.

5.6) Procedure of Analysis of Data:

Analysis of the data was based on enumeration and then converting the number into percentages. Analysis of information collected through personal visit which were aimed at gathering information of 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 personal visit regarding the status of Women and girls and minorities were more descriptive in nature and, therefore, analysed and interpreted objective wise in the succeeding chapter.

5.7 Major Findings

1) To study the article 15(1) and 15(3) for Educational Rights of women in India.

Article 15 (1) : “The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them.”

For the purposes of the present Convention, the term “discrimination against women” shall mean any distinction, exclusion or restriction made on the basis of sex which has the effect of purpose of impairing or nullifying the recognition, enjoy exercise by women, irrespective of their status, on a basis of equality of men and with human rights and fundamental freedom political, economic, social, cultural, civil or a field.
The constitution of India not only grants equality to all citizens including girls/women and forbids any discrimination based on religion, race, caste, sex and place of birth but also empowers the state to practice Protective Discrimination in favour of girls/women, children and any socially and educationally backward classes or the scheduled castes and scheduled tribes. Under the protective discrimination clause, the State (our country) has passed several legislations and initiated special programmes and schemes for the protection, welfare and development of girls/women and children. As per the Directive Principles of state policy, the Article 45 of our Constitution enjoins that the State shall endeavour to provide within a period of 10 years from the commencement of the Constitution, compulsory education for all children until they complete the age of fourteen years.

This constitutional directive was interpreted by our policy planners as eight years of elementary education (five years of primary and three years of upper primary education) for all children in the age group 6-14 years as a programme of Universal Elementary Education (UEE).

**Article 15(3):** "Nothing in this article shall prevent the State from Making any special provision for women and children."

States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women. The reduction of female student drop-out rates and the organization of programmes for girls and women who have left school prematurely; access to specific educational information to help to ensure the health and well-being of families, including information and advice on family planning.
Objective-2: To Study the Important Committees and Commission on Women’s and Girls Education

1) The Secondary Education Commission and the Durgabai Deshmukh Committee recommended for impairment of Women’s Education as below.

a) Appointments of school mothers in all the schools where there is no woman teachers;

b) Separate lavatory arrangement in every co-educational school;

c) Help in cash or kind such as covering the cost of books and stationery; school uniform or clothing and other educational equipments to all girls upto middle level, whose parents are below certain level of income;

d) Créches for siblings;

e) Schemes for awarding prizes to the villages which show the largest proportional enrolment and average attendance of girls;

f) Two three prizes in the form of useful articles for regular attendance;

g) Attendance scholarships in the form of useful articles to poor girls;

h) Creation of a strong public opinion for girls’ education;

i) Provisions of suitable conditions in schools rather than passing of compulsory legislation so that parents can’t be encouraged to send their daughters to schools;

j) Women heads in coeducation schools;

k) Free and subsidised transport in order to bring middle and secondary schools, within easy reach; and

l) Suitable hostel facilities. The day boarding and lodging arrangements in these hostels should be cheap, and payment in kind should be permitted
2) **Committee on the Status of Women in India (1962-63)**

The Committee to Look into the Causes for Lack of Public Support Particularly in Rural Areas, for Girls’ Education and to Enlist Public Cooperation, 1963 and Committee on Differentiation of Curricula for Boys and Girls, 1964 focused on appointment of women teachers; appointment of women teachers on staff should be obligatory where girls do attend a middle school ordinarily meant for boys, and grant of free books, writing materials and clothing to girls.

3) **The Education Commission (1964-66) it also encouraged Education of Women’s and it recommended following Points.**

fully endorsed the recommendations of National Committee on the Education of Women; The Commission emphasized on the following points: Educating public opinion to overcome traditional prejudices against girls’ education; Appointing women teachers; Popularising mixed primary schools; and opening separate schools for girls at the higher primary stage, wherever possible and demanded; Providing free books and writing materials and if needed clothing also.

4) **Towards an Enlightened and Humane Society NPE, 1986 -- A Review Committee for Review of National Policy on Education, 1986 in 1990** upheld the need for adequate support services (water, fuel, fodder and child care) to the promotion of girls’ education and more provisions of schooling facilities like at least one primary school in each habitation with a population of 300 or more and at least one middle school in each habitation with a population of 500 or more.


6) **a) Five – Year Plans and Girls Education.**

It gives Incentives like free text books, mid day meal, uniforms and attendance scholarships were to be given to promote enrolment and retention of girls in backward areas and among underprivileged sections of society. Efforts were being made to improve the number of female teachers. The Sixth Plan gave special focus to initiate larger
measure for equalization of educational opportunities. Major emphasis was on universalisation of elementary education, attachment of Balwadi-cum crèches, appointment of women teachers in rural areas, improving girls' participation in science and mathematics courses and increasing the number of hostels for girls of backward communities.

7) The Ninth Five Year Plan was the most crucial investment in women's development by improving the quality of life through investments in core sectors like health, hygiene, demographic profile and economic productivity. Education of girls and women's empowerment received significant attention as an index of human development. Since girls find it difficult to cover a long distance to attend schools, it is necessary to have schools in the vicinity of the villages.

Objective-3: To study the centrally sponsored schemes and programmes for women and Girls Education in India.

The United Progressive Alliance had pledged in its Common Minimum Programme to empower women politically, educationally, economically and legally to ensure gender equality. The Tenth Five Year Plan had an overly ambitious target of reducing gender gaps in literacy by at least 50% in 2007. Even the Mid Term Appraisal of the Plan conceded that the target was unrealistic. According to the 2006-7 Budget Rs. 222.51 billion was to be spent exclusively for women. Schemes in which all the beneficiaries were women were to receive 100% of their funding from this fund while those which benefited women indirectly were to get 30%. However, even schemes like the Indira Awas Yojana in which only 77.17% of the beneficiaries are women and the National Child Labour Project in which only 44% of the expenditure is exclusively for girls have been given 100% of their funding from the fund that is to be used exclusively for women.

Schemes for the empowerment of girls and women can be classified into schemes for 1) livelihood generation, 2) education, 3) health, 4) food security and nutrition, 5) housing, and 6) protection and the
generation of awareness. Education schemes have had the largest budgetary allocation of the fund for women's empowerment. It was as high as 38% in 2006-7 and is still 31% of the total in the 2007-8 Budget. A major chunk of the allocation for the education of girls and women has been accorded to the Ministry of Human Resource Development's Sarva Shiksha Abhiyan (SSA). In absolute terms, Rs. 50.6 billion was being spent on the SSA in 2006-07.

3. **Centrally Sponsored Schemes and Programmes for Women and Girls Education Extended by the Government of India.**

1. The United Progressive Alliance had pledged in its Common Minimum Programme to empower women politically, educationally, economically and legally to ensure gender equality. The Tenth Five Year Plan had an overly ambitious target of reducing gender gaps in literacy by at least 50% in 2007. Even the Mid Term Appraisal of the Plan conceded that the target was unrealistic. According to the 2006-7 Budget Rs. 222.51 billion was to be spent exclusively for women. Schemes in which all the beneficiaries were women were to receive 100% of their funding from this fund while those which benefited women indirectly were to get 30%. However, even schemes like the Indira Awas Yojana in which 77.17% of the beneficiaries are women and the National Child Labour Project in which only 44% of the expenditure is exclusively for girls have been given 100% of their funding from the fund that is to be used exclusively for women.

**Funding pattern for Centrally Sponsored Schemes**

One of the troubles with the Centrally Sponsored Schemes including those for the education of girls and women is their system of disbursement of funds. This process is highly complicated and involves a step by step transfer of funds and release orders.

First the Pay and Accounts Officer of the department concerned in the Government of India (eg. The Department of Elementary Education and Literacy of the Ministry of Human Resource Development) sends
release orders for CSS funds to the Central Accounting System (CAS) set up by the Reserve Bank of India in Nagpur. Also, it sends a release order to the corresponding administrative department at the State level. The CAS then sends a release order to the State Financial Department while the State Administrative Department sends release orders to the State Treasury and the District Account. Finance Departments of states often make implementing departments bring them copies of release orders and don't release funds otherwise. Release orders slowly filter down to the District Account, Block Account, Village Account and finally to the payees. Funds too are transferred in this tedious way. The CAS releases funds to the State Treasury which sends them down to the District Account which in turn transmits them to the Block Account which then dispatches them to the Village Account which ultimately releases them to the payees.


The Department of Elementary Education and Literacy is in charge of the MHRD's most ambitious schooling project- The Sarva Shiksha Abhiyan (SSA). The SSA serves as an umbrella scheme for schemes directly and indirectly beneficial to the girl child- the National Programme for the Education of Girls at an Elementary Level (NPEGEL) and the Early Childhood Care and Education (ECCE) Programme. The Education Guarantee Scheme under SSA also aims to provide vocational and non formal education to out-of-school children, of which, girls are intuitively significant in number. While these schemes have been designed, keeping in mind, groups like girls, SCs and STs who are often left out of the development process, the quality of schooling is a matter of concern. Other MHRD schemes include the Kasturba Gandhi Ballika Vidyalayas (KGBVs), the Mahila Samakhya Programme, the Mid-Day Meal Scheme and schemes for adult literacy.
i. Sarva Shiksha Abhiyan

The SSA was launched in accordance to the Eighty Sixth Constitutional Amendment for Universal Elementary Education (UEE) towards the end of the Ninth Five Year Plan in 2001 and was integrated with the District Primary Education Programme (DPEP). It was continued into the Tenth Five Year Plan. The aims and objectives of the SSA were rather ambitious. It was intended to ensure that all children were enrolled into the schooling system by 2003. All initially enrolled children were to complete five years of schooling by 2007 and eight years by 2010. By 2010, the SSA aimed to achieve universal retention.

The SSA was also an attempt to bridge gender and social disparities at the primary level by 2007 and at the elementary level by 2010. It was meant to improve access to education as well as the quality of elementary education.

ii. Education Guarantee Scheme (EGS) or Schemes for Alternative and Innovative Education (AIE).

The EGS/AIE Schemes were launched under the SSA as successors to the Non Formal Education Scheme launched in 1979 and revised in 1987. These targeted not only out-of-school children but also hardest-to-reach children i.e. out of school girls, adolescent girls, school drop outs, children from habitations with no schools and working children. The target group was expected to comprise of children aged 6 to 14 and handicapped children aged 6 to 18. The EGS/AIE schemes covered 12 million people in 2003.

iii. National Programme for Education of Girls at an Elementary Level (NPEGEL)

The National Programme for Education of Girls at an Elementary Level was started in September 2003 as an integral component of the Sarva Shiksha Abhiyan. It sought to distribute free textbooks for girls till Class VIII, construct separate toilets for girls and to conduct bridge
camps for older out-of-school girls. The NPEGEL aimed at ensuring that 50% of the newly recruited teachers were female and that learning materials would be gender sensitive. NPEGEL also intends to mobilise intensive community efforts and institute an innovation fund (for better enrolment and retention) per district.

iv. Kasturbha Gandhi Balika Vidyalaya (KGBV)

Launched in July 2004, the KGBV sets up residential schools at the upper primary region—primarily for girls from SC, ST and OBC families as well as minority communities.

The scheme is being implemented in Educationally Backward Blocks where the female rural literacy is below the national average. 75% of the seats in KGBVs are reserved for SCs, STs, OBCs and minorities. The remaining 25% of the vacancies are filled with girls of BPL families.

v. Early Childhood Care and Education (ECCE)

The ECCE was an optional component of the District Primary Education Programme while it was still in operation. Currently, the ECCE is still being carried out, though in a small way, under the Sarva Shiksha Abhiyan. The ECCE aims at setting up pre schools to prepare children for schooling. It has an indirect bearing on education for girls as with her siblings in school, the girl child need not assume sibling care responsibilities during school hours and can therefore, attend school.

Interpretation:

It is important to remember that the girl child is most susceptible to low school quality, low teaching quality and lack of innovative ways of learning. Thanks to the high opportunity cost of schooling a girl child and because educating a girl is like “watering someone else’s courtyard” (as she will get married and not be a part of her parents’ family any longer), if a girl fails a class or two, she is very likely to be forced to drop out.
Thus, while the NPEGEL and EGS schemes may cause a girl child to get enrolled into school, they are not likely to ensure that she will not drop out. For this, a two pronged strategy is important.

1) Start a massive publicity campaign extolling the virtues of educating a girl and the benefit that might accrue to her family in the form of monetary gain once she starts earning and status and prestige in the community. Education is sensitive to interpersonal motivation. If one family sends its girls to school, its neighbours are likely to do so as well.

The publicity should also invite parents to form associations and register with the district authorities. They should be informed of the benefits of organising themselves to protest against the low teaching standards and to ensure teacher regularity and service delivery.

2) The Centre should release its grants for the next year of the scheme if and only if there is evidence of community mobilisation. This should imply the formation of women’s Self Help Groups, Parent Teacher Associations and School Management Committees. These can be trained by NGOs hired by the State governments or district authorities to insist upon checking records for teachers’ attendance and regularity.

These associations can be a very effective check upon inefficiencies related to teaching-learning materials as well. They will ensure that all television sets and computers are in operation.

Only local groups like women’s associations, School Managing Committees and Parent Teacher Associations have the incentive to maintain checks upon how well the children of the community are being educated. While they may pay low fees to government schools, they incur huge opportunity costs in the form of their children’s time. Thus it is the beneficiaries of the schemes— the parents and the students who should be empowered enough to ensure service delivery under the Sarva Shiksha Abhiyan. Perhaps the CAS should fund
School Management Committees directly once they are formed by district authorities or on their own initiative. This will empower local bodies as they will get more funds than they would have gotten had it trickled through the state and district channels. With these funds, the SMCs can ensure the construction of schooling infrastructure and the provision of Teaching and Learning Materials. The SMC should be able to hire, pay and fire the school teachers.

The ECCE should also ensure crèches in the proximity of each and every coeducational and girls’ school- primary as well as secondary. This would enable the elder daughters of households to leave their younger siblings in the care of trained personnel. (Community organisations should see to it that personnel in ECCE crèches and pre schools are trained.)

vi. The Mid-Day Meal (MDM) Scheme

According to the afore-mentioned PROBE Survey, the presence of Mid Day Meals in the villages increased the probability that a girl child would be enrolled in a school by 15%. The MDM has this effect as it increases the benefit of schooling a girl as perceived by her parents. (A girl generally has a higher opportunity cost of schooling as she is expected to look after the household, especially if her mother is working. So an increased benefit will swing the implicit cost-benefit analysis in a parent’s mind in favour of schooling the girl child.) The MDM also reduces caste biases as it forces children of all castes to eat together. 100g of food grain per child per school day is distributed to all children in government schools. MDM is also known as the Nutritional Support to Primary Education Scheme.

Interpretation:

The Mid-Day Meal Scheme must be universalised. It should be subject to a social audit in all states and it should definitely be provided in all government schools (not just Sarvodaya Vidyalayas) - both formal and non formal, particularly in girls’ schools and even in secondary
schools. The trouble with the Mid-Day Meal Scheme is that it is, once again a direct action rather than a policy action. It may address both enrolment and retention but it does not help the provision of an education of quality. Students may enrol themselves just for the meal and may not attend class. This should be actively checked and students should be allowed their meal if and only if they have attended their classes.

The State Government should outsource the delivery of the mid-day meal to local bodies comprising of parents, teachers and local officials like members of the panchayat. They could recruit private contractors to cook and deliver the meals.

3. The Education Schemes of the Ministry of Women and Child Development

The Department of Women and Child Development had been established in 1985 under the Ministry of Human Resource Development. However, it had been constituted into a separate Ministry on 30 October 2006. Since then, it has continued funding and designing several schemes- primarily the Balika Samriddhi Yojana, the Integrated Child.

1. Mahila Samakhya (MS) Programme.

Launched in 1988 in accordance to the New Education Policy of 1986, the Mahila Samakhya Programme seeks to benefit women of all ages, especially those from socially and economically marginalised groups. It aims to integrate formal and non formal education for girls, education schemes for adult women and vocational training for girls and women.

Recommendations

1 To start with, the objectives of the scheme must be clearly defined. The Mahila Samakhya Scheme has no clear aims. The creation of Mahila Shiksha Kendras through the formation of a women's association should be its focus.
2 Data on the number of Mahila Shiksha Kendras in each state is essential. It should
be published on the MHRD site. 3 Block and District Authorities should launch publicity campaigns adjuring women to organise themselves into Sanghas. NGOs and Women's groups should actively persuade women to form associations at the grassroots level. These institutions should be directly funded by the Centre. They should register themselves with the State which must transmit the list of Block and District Authorities, NGOs and women's groups working towards making the scheme a success, and the grants they need, to the MHRD for funding and monitoring purposes.

4 Every Mahila Sangha, whether formed by NGOs and women's groups, formed voluntarily, or formed by Block or District authorities, should be registered with the District authorities. It should get its funds directly from the Centre. Funds for the next year of implementation should not be provided unless there is evidence of the establishment of at least one Mahila Shiksha Kendra.

5 Every Mahila Sangha must be trained in reading, writing, accountancy and the use of the Right to Information Act by trainers recruited by District Authorities.

6 Mahila Sanghas should constitute a part of the School Management Committees run under the Sarva Shiksha Abhiyan and they should see to it that girls’ toilets, classrooms etcetera are functional and in good condition. They should supervise gender sensitizing activities for teachers under NPEGEL and they should ensure teacher regularity. The trouble with the Mahila Samakhya Scheme is that all the existing literature available on it cites instances of success and much rhetoric. It is true that the concept of women working for their own education and equality is a splendid idea but the way in which it has been carried out since the late 1980's is not very organised. It has been under the DPEP in states like Bihar. However, if it has to be a separate scheme, it has to have its own structure. (Else it should be
merged with the SSA.) The prevalent structure is much too complex and ineffective. Even MHRD reports corruption at the Block and District levels in Gujarat. Funds are never available within the stipulated time period. The State Project Offices are far too weak to support the Block and District officials with supervision, research and coordination. Instead, the various institutions and the Sanghas must be paid directly by the Centre. Funding should be centralized though supervision, monitoring, publicity and training should be the responsibility of Block and District Authorities.

ii. Kishori Shakti Yojana (KSY)

The Kishori Shakti Yojana is a redesign of the Adolescent Girls’ Scheme which was under the ICDS. Like its precedent scheme, the KSY seeks to benefit girls of 11 to 18 years of age. Its objectives involve improving the nutritional, health and development status of adolescent girls, promoting awareness of health, hygiene, nutrition and family care, sending out of school girls back to school through bridge courses and non formal education channels as well as imparting vocational training and sex education.

Recommendations

1 More crèche services need to be offered to increase girls’ enrolment by relieving them temporarily of sibling care responsibilities.

2 Anganwadi workers need to be paid a higher honorarium.

3 The MWCD should not release the grants for the next year to the State without sufficient evidence of training programmes to Anganwadi workers and helpers through NGOs dealing with health and pre-school education.

4 In areas in which the Mahila Samakhya Scheme is in operation, Mahila Sanghas should operate the ICDS Centres.

5 The MWCD should not release grants to the State Government without sufficient evidence of an Anganwadi Centre in every settlement. The State Governments should provide reports of the
number of settlements and on whether each has an ICDS centre. NGOs and social workers should file applications under the Right to Information to ensure that this has been done.

What contributes to the inefficiency of the Centrally Sponsored Schemes with regard to quality of education provided is the lack of local participation. State Governments, Block and District Authorities cannot ensure that these schemes function smoothly. The targeted beneficiaries should be empowered to ensure proper service delivery. This can be done through massive publicity campaigns to exhort parents, teachers and women etcetera to get together, organise and register themselves with the District Authorities. The Block Authorities and Panchayats should also persuade beneficiaries to form Self Help Groups. Once these Self Help Groups, School Management Committees and Mahila Sanghas are formed, they should be funded directly from the Central Accounting System set up by the RBI, on a release order from the concerned Ministry in the Government of India once it receives a list of all the Committees. This will save inefficiencies in the trickle down of funds from the Centre to the State to the District to the Block Authorities, in which case funds might be ‘parked’ or simply, siphoned away. Consider while measures like free uniforms and textbooks are effective in raising enrolment, they may not increase retention. For the latter, there should be a greater focus on proper service delivery and on the quality of infrastructure and teaching.

Lastly, research institutes should run social audits on all these schemes and should evaluate and criticise them regularly. The Right to Information Act should be used constantly by Social Service Activists and Feminists to seek data on ground implementation.

The Department is responsible for the welfare and development of women, children, elderly and disabled in the Karnataka State. Besides implementing developmental programmes, it formulates necessary policies, programmes and schemes and also co-ordinates the efforts of
both governmental and non-governmental organizations working in the field of women, children, elderly and disabled.

The Secretariat is the administrative head for the department of Women and Child Development. It is responsible for planning, policy making, budgeting and other welfare services for women and children. It co-ordinates with the Planning, Finance and other related Government Departments and provides guidelines and norms for the all round development of women and children. It assists in decision making in the Cabinet meetings, legislative functions and liaisons with the Ministry of Women and Child Development and Ministry of Social Justice and Empowerment, Government of India.

Development Services and the Kishori Shakti Yojana.

At this juncture, it is essential to mention that the MWCD should set up an information facilitation centre for the convenience of RTI applicants. It was almost impossible to file RTIs. The Public Information Officer was "at a meeting".

iii. Balika Samriddhi Yojana

The Balika Samriddhi Yojana was started on 2 October 1997 and was revised in 1999. It targets BPL girls and daughters of rag pickers, vegetable/fish sellers, pavement dwellers and the like. Those who wish to avail of the benefit from this scheme must apply to Anganwadi workers (who work in pre-schooling).

Recommendations

To evaluate the Balika Samridhi Yojana, more data on the implementation is necessary. The scheme shows an element of sensitivity to the incremental opportunity cost of the education of a girl child. The number of beneficiaries is fairly impressive.

However, the MWCD should insist on States insuring the girls under the Bhagyashree Balika Kalyan Bima Yojana. Also, girls should be enrolled in schools in which textbooks and uniforms are free. Moreover, there should be specific centres in which families can apply
for benefits under the BSY Scheme. The annual budgetary outlay for the scheme should be decided on the basis of the number of applicants.

iv. Integrated Child Development Services (ICDS).

The ICDS seeks to promote pre school education and to train 'Anganwadi' workers, primary school teachers and health workers to benefit children between 0 to 6 years of age, pregnant women and nursing mothers from the poorest of poor families, disadvantaged areas, backward and rural areas, tribal areas and slums. Activities under the ICDS include the provision of supplementary nutrition, referral services, nutrition and health education, pre school education, immunisation and health check ups. ICDS also aims to provide a foundation for the proper psychological development of children.

v) Enrolment of Girls by School Category (in million)

Enrolment of Girls is an important aspect for the Universalization of Elementary Education (UEE) and Education For All (EFA) as well. Data from Table reveals that the number of Girls' enrolment has increased from 45.1 million (36.4 per cent) in 1994-95 to 54.52 million (41.3 per cent) in 2005-06. In case of Upper Primary Level, there is an increase in the number of Girls from 14.3 million (39.29 per cent) in 1994-95 to 18.72 million (45.32 per cent) in 2004-05.

vi) Percent of SC Enrolment to Total Enrolment and Percent of SC Girls Enrolment to Total SC Enrolment

With regard to the enrolment of minority (SC and SC girls) it is revealed from Table that 17.5 percent of children were SC out of total enrolled in 1994-95 at primary level where as it was only 14.2 percent at upper primary level. There were 42.9 percent SC girls at primary level and 13.4 percent at upper primary level. The number of SC girls increased from 42.9 percent during 1994-95 to 47.43 percent during 2004-05 at primary level. There is no appreciable improvement in enrolment of SC girls at primary level. Similar is the situation at upper
primary level as well. This reflects that inspite of various measures undertaken at both national and state levels, the situation with regard to education of girls still need a lot of improvement.

vii) Percent of ST Enrolment to Total Enrolment and percent of ST Girls Enrolment to Total ST Enrolment from 1999 to 2005

As shown in Table, the total enrolment of SC children to total enrolment at primary and upper primary levels in 1994-95 is 8.6 per cent and 6.0 per cent respectively. Hence, there is a gradual decrease in percentage of enrolment of ST children from primary to upper primary level. This shows the drop out rate of ST children from lower level to higher level. It is also revealed from the table that the situation is not improved even in 2004-05 as during this period, the enrolment of ST girls at primary level was 11.78 per cent and at Upper Primary Level, it remained as 8.55 per cent. Though from 1994-95 to 2004-05, there is a slight improvement with regard to the enrolment of ST girls, but at the primary and upper primary levels, it remained very low in comparison to the SC girls. That is to say that the rate of enrolment of ST girls is at the lower side than that of SC girls both at primary and upper primary level.

Viii) Dropout Rates of Girls to Total Drop Outs 1999 to 2009

As observed from the above the Table rate of drop out Girls has decreased from 43.0 percent (in 1995-96) to 33.7 percent (in 2002-03) at primary level. In case of SC girls, the rate of drop out has been fluctuating from 1995-96 to (48.5 percent) to 2004-05 (58.2 percent). Similar is the situation with regard to drop out rate of ST girls which fluctuate from 58.9 per cent in 1995-96 to 51.4 per cent in 2002-03 (MHRD, 2002-03)

ix) Distribution of Female Teachers by School Category, 1994-2005 (in million)
It is revealed that there is an increase in the recruitment and deployment of female teachers during 1999-2009. Since the special campaign of in-service training there is a steady increase in the trend with regard to percent of female teachers undergoing in-service training at upper primary level than at primary level. (NIEPA, 1999-2000).

x) Percent of Female Teachers provided In-service Training.

There are various categories of elementary school teachers who need to be trained and empowered in one or more areas; namely (i) untrained teachers; (ii) new entrant teachers; (iii) working teachers (trained); and (iv) para teachers. The total number of female teachers in primary schools increased from 0.53 million 1994-95 to 0.71 million in 2005, approximately 1.4 times. The number of female teachers in upper primary schools has increased from 0.41 million in 1994-95 to 0.72 million in 2005-06, nearly 1.8 times (NIEPA, 2004-05 and MHRD, 2002-2007). 43.48 percent of primary school female teachers have undergone in-service training during 2004-05 in comparison to 41.98 percent in 2003-04. As noticed from Table 7, 20.80 percent of upper primary school female teachers underwent in-service training during 2002-07 whereas it was 13.32 during 2003-04 (NIEPA 2003-04). Data reveals that though more percent of female teachers from the primary school underwent in-service teacher education, the rate of enrolment and retention of girls at primary level has not been improved considerably. Girls’ education has been perceived as one of the key issues in bringing quality education and hence is considered as one of the important aspects of national development and reconstruction. Progress of a nation thus depends on the quality in education of the women who need to be empowered through effective and innovative strategies.
4. The Implementation of Schemes and Programmes for Educational Rights of Women in Karnataka State.

I. Female Literacy Rate in Karnataka

Number of Female Illiterates, Decadal Decrease in Female Illiterates and Percentage Contribution in Decrease: 2001-2011 in Karnataka State.

This Statement presents the district level figures of female illiterates in the 2001 and 2011 Censuses, the decadal decrease in female illiterates and the percentage contribution in the decrease. The Number of female illiterates in the State decreased from 9686751 in 2001 to 8524150 in 2011 Census. The maximum number of female illiterates decreased in Belgaum district, a decrease of 115489 (contributing to 9.93 per cent of the decrease in the State). It is pertinent to note that the number of female illiterates have increased in Yadgiri and Bangalore districts in the decade 2001-2011.

The following programmes for women education developments are as follows:

The Government has launched various programmes and schemes for development of women, among them the researcher taken here only education point of view programmes.

During 2010-11 an amount of Rs. 123676-01 lakhs (State share Rs. 91981-04 lakhs and Central share Rs. 31694-97 lakhs) has been made under Plan and Rs. 34486-04 lakhs under Non plan.

76 Working Women’s Hostels have been sanctioned, of which 66 hostels are functioning.

An amount of Rs. 15.60 lakhs has been allocated for State share, out of which an expenditure of Rs. 1.92 lakhs has been incurred up to the end of January 2011.
II. Karnataka State Commission for Women's

During the year 2010-11 under report the following special programmes were organized by the State Board and these programmes were inaugurated by Smt. Prema Carriapa, Chairperson, Central Social Welfare Board while Smt Padma Srinivas Chairperson Karnataka State Board presided over.

* Literacy Day and district Level Women Awareness Programme (September 2010):

* Workshop on Career Opportunity for Women in Need (January 2011):

i. Financial Assistance to Women Law Graduates:

Financial assistance is given to women law graduates to undergo administrative training in law. Women law graduates whose family income does not exceed Rs. 40,000/- per annum are eligible to avail the assistance. An amount of Rs. 1,000/- month is given for a period of 4 years. In addition to this, Rs. 500/- is given for purchase of essential books pertaining to law and Rs. 460/- is given to register their names in bar council. During 2009-10 Rs. 68.65 lakhs was allocated, out of which Rs. 33.16 lakhs have been spent up to the end of January 2010 benefiting 560 beneficiaries.

ii. International Women's Day and Kittur Rani Chennamma Awards:

International Women's Day is celebrated on 8th March every year at the State level and at the district level. Programmes are organized by the department and NGOs with a focus on issues related to empowerment of women.

In observance of the International Women's Day, the State Government announced the Kittur Rani Chennamma award to institutions and individuals working in the field of women's development for a period of at least 5 years. The award given to an NGO, consists of cash of Rs. 25,000/- and a citation. Individual
awards given for the best services rendered in the field of women’s development, sports, literature, arts, and education consist of cash award of Rs. 10,000/- and a citation.

iii. Legal Literacy:
The Commission has conducted Legal Awareness Camps on women Laws in all the districts focusing on the following subjects.
• The Commission in coordination with District Legal Services Authority, Bagalkote, Bijapur and Bangalore Districts, has conducted one day Legal Awareness Programme in 2009. In this programme about 1200 women and students have participated and have taken benefit in this programme.

iv. Nutrition Programme for Adolescent Girls:
Three backward districts of Karnataka i.e. Kolar, Chickballapura and Gulbarga have been selected for implementing this programme on a pilot basis.

Nutrition programme for adolescent girls (NPAG) is a Government of India scheme through which special nutrition is provided to undernourished adolescent girls from BPL families. Adolescent girls who weigh below 30 kgs, in the age group of 11-15 year and 35 kgs in the age group of 16-19 years are identified and 6 kgs of rice is distributed every month through fair price shops to identified card holders.

During 2010-11, Rs. 160.31 lakhs has been released by GOK during September 09, out of which Rs. 40.00 lakhs has been spent as on January 2011.

v. Hostel for Girls:
Hostel for girls have been started in the backward areas of the State with an objective to enable girls from rural areas to pursue higher education and reduce school drop out of girls. Admissions to the hostels are available for students residing in rural areas, whose family
income is less than Rs. 10,000 p.a. and are studying in 6th Std. and above up to post-metric courses.

At present 42 girls hostels are run by identified NGO's, fo which 24 hostels. Rs. 342 lakhs has been allocated and an expenditure of Rs. 210.00 lakhs has been incurred upto the end of January 2011.

The budget allocation and expenditure for Girls Hostel has been showing an increasing trend. Increasing budget has been allocated to Belgaum, Bijapur, Dharwad, Bidar and Gulbarga districts for constructing Girls hostels during 2001-2002 to 2009-2010.

vi. Hoysala and Keladi Chennamma Bravery District Level Award:

The New scheme of giving bravery awards to children both boys and girls in the age group of 6-15 years who have shown exemplary courage in saving the life of others was accorded sanction during 2006-07. Two boys from each district are identified under Hoysala Award and two girls are identified under Keladi Chennamma Award. The award carries a cash prize of Rs. 10,000/- and a citation. These children are also given scholarship of Rs. 2000/- till their schooling.

vii. National Award for Exceptional Achievement

The National Award consists of a gold medal, a cash price of Rs. 20,000/- and a silver medal, a cash prize of Rs. 10,000/- and citation to two children of State is also given.

During 2009-10, Kumari Shruthi S. D/o. M. Sulappa, Bangalore, Kumari Ruthusha Nagaraj Kapini, Bangalore, Kumari Swati B. Bharadwaj, Hasan for achievement in art and culture have been honoured with gold medal.

viii. Celebration of Girl Child Day:

Government of India declared January 24th as the girl child day with a focus on targeting the scourges of female feticide, domestic violence and malnutrition in women and children.
III. Department Public Instruction Primary and Secondary Education

The following programmes under taken by above department.

i) Supply of Free Uniforms for Girls:

All girl children studying in 8th to 10th std. in Govt. high schools are benefited under the Vidya Vikas Scheme.

ii) Free Education for Girls:

To reduce the rate of dropout and to encourage girls’ education, the government has decided to provide girls with free education. Those who are studying 1 to 8th std. they come from BPL families. This scheme start from 2002-03.

iii) National Programme on Education for Girls at Elementary Level (NPEGEL)

The national programme is being implemented under the SSA so as to provide additional facilities for girls at the elementary level. The programme is being implemented in 862 clusters of 61 educational backward blocks and four urban slums, in 18 districts of the state. A model school will be selected under each cluster of the selected blocks. This model cluster school will function as the cluster resource center of the cluster.

iv) Attendance scholarship for girls from Rural Areas:

Scholarship is provided to girls from rural areas in order to reduce the drop out rate at primary and secondary school levels, to encourage rural girls to pursue and improve their education.

v. Kasturba Gandhi Balika Vidyalayas (KGBVs):

Residential schools known as Kasturaba Gandhi Balika Vidyalayas are opened in educationally backward districts for girls at the elementary level and specifically for children belonging to Schedule Castes and Tribes, backward Castes and minorities. As on 2006-07, 61 schools have been opened in 61 educationally backward blocks of
18 districts of which 29 schools are being managed by Mahila Samakhya, while the rest are being managed by SSA itself. Every KGBV school is enrolling 100 girls who are out of school and who are in the age range of 10-14 years.

vi. Reimbursement of Examination Fee

For encouraging the girls students, During 2005-06, an amount Rs 1,20,00 lakhs provided for reimbursement of examination fee for the girls students studying in 10\textsuperscript{th} standard 1.74 lakhs students are benefited from this scheme.

The same amount released during year 2006-07 and 2007-08.

Reimbursement of Non Government Fees to SC/ST Girls Students

This scheme was started during the year 2006-07. There is an provision for reimbursement of Non-government fee for girls studying Govt. High School Rs. 300.00 lakhs have been released for the said purpose. Rs. 120.00 laksh have been released under state scheme for reimbursing non-government fee for SC/ST students studying in government High schools. 0.87 lakhs students have been benefited under the scheme.

vii. Free Bicycle Programme

Having understood the problems of rural girls who come to school by walk all through, Government of Karnataka introduced the scheme of free distribution of bicycles to girls studying in 8\textsuperscript{th} std and who come from B.P.L. families. This is to enhance the confidence and courage besides reducing dropout rate among girls.

After passing out from 7\textsuperscript{th} std., the scheme is introduced from the academic year 2006-07 under this programme 1,75,023 girls and 2,23,300 boys are benefited. During 2010-1 425416 are benefited from this scheme in 202 educational block.

For this Rs. 90.00 crores of grants has been released and entire amount is spent by State Government only.
IV. P.U. Education

Schemes and Programmes of Department of Pre-University Education in Karnataka

Pre-University Education is the crucial stage in the life of any student. It is here they begin to choose various combinations which lead to further professional courses. There was one year PUC course upto 1970. PUC Board was established in 1971. Later, the Board was converted into department of PU Education in 1994. All the colleges running Pre University Courses come under the purview of PU Education.

i. Fee Concession to Girls Students

Fee concession to girls students under P.U. Board during 2002-03 it was 1,15,09,020 while as it was increased to 3,79,94,161 in 2010-11. But during 2008-09 and 2009-10 the amount paid by the Government was less as compared to previous years.

With a view to encourage more admission to Pre-University Education free education is being provided to Girls students studying in Government Pre-University Colleges : The Government is balancing the financial loss due to encashment of fees to the girl student since free Education is provided to girl students in Government Pre-University College.

ii. Combination - Wise Results

The results of combination wise shows that three groups i.e., Arts, Commerce and Science, the results of commerce has increased as compared to Arts and Science. Where as the result of Arts has come down from 2005-06 to 2007-08.

V. Department of Collegiate Education

The Department of collegiate Education has brought degree level education within the reach of the Common man. The Primary aim of the department has been the overall development of Students.
department has undertaken the responsibility of providing higher education to the poor, backward and Weaker sections of the society, education being the path to improving the intellect and ensuring progress of mankind. The department through its 6 regional offices administers 349 Govt. First grade colleges and 299 Private aided colleges, spread over eight Universities in the State. The Department has six regional office i.e. at Bangalore, Mysore, Mangalore, Shimoga, Dharwad and Gulbarga.

i. Sanchi Honamma Scholarship

This award has been started in 2003-04 for meritorious girl students studying in Arts and Commerce in government and private aided degree colleges. From 2005-06 this scholarship is extended also to girl students studying science subjects.

ii. Kittur Rani Chennamma Award:

As announced by the Hon’ble Chief Minister of Karnataka in the year 2006-07, 10 girls from each of the 27 Districts of the State, who are below the poverty line to pursue Professional Course Amount Released - Rs. 50.00 Lakhs, Amount Utilised - Rs. 13,45,990 Lakh, No. of Awardees : 53 upto 2011.

VI. Technical Education

30% seats are exclusively reserved for girl students. At present there are 07 Govt., 1 aided, and 04 private polytechnics established exclusively for girl students. Out of that One Govt. residential Polytechnic is established at Shimoga. Girl students of Government Women’s Polytechnics are exempted from paying of Tuition Fees.

Two women’s polytechnic one at Ramanagar and another at Gulbarga was started during the year 1999-2000 and 2001-02 respectively for girls students. In womens polytechnic, Gulbarga, C.S. EandC, ADFT, and MOP courses are taught, and in govt. Polytechnic, Ramanagara CS. E and C, and MOP courses are introduced.
• There are no special provisions for women's education at the Higher Education stage.

• Even though there is a Women's University in Bijapur, all the women colleges in Karnataka are not affiliated to this university. The scope of this University should be expanded.

• There are many financial assistance measures to women studying in B.Ed. colleges, Law colleges and other technical colleges. But women students are not aware of these schemes.

• There are many Educational schemes of Central Government for women. But these schemes have not reached the institutions and students, because of unawareness and not getting information of proper time.

• There are no vocation-based education programmes and training courses especially for women.

• It has been observed that during the recent years women are becoming more aware about getting education and securing employment.

• In rural area there is a lack of awareness of programmes.

5. The constitutional provisions for Rights of Minorities Education in India

Article 29: Protection of Interests of Minorities:

1) The moment aid is received or taken by a minority educational institution it would be governed by Article 29(2) and would then not be able to refuse admission on grounds of religion, race, caste, language or any of them. In other words it cannot then give preference to students of its own community. Observance of inter se merit amongst the applicants must be ensured. In the case of aided professional institutions, it can also be stipulated that passing of common entrance test held by the State agency is necessary to seek admission.
2) A minority institution may have its own procedure and method of admission as well as selection of students, but such procedure must be far and transparent and selection of students in professional and higher educational colleges should be on the basis of merit. The procedure adopted or selection made should not tantamount to mal-administration.

3) It is clear from the debates of the Constituent Assembly that the Article - 29 was inducted an intention of preserving the spiritual heritage and the cultural unity of the country by conserving the distinct language, script and culture of the minorities so that the unity can be safeguarded inspite of all the diversity that has divided India.

**Article 30: Right of Minorities to establish and administer educational institution:**

1) The Constitution. Since reorganization of the States in India has been on linguistic lines. Therefore, for the purpose of determining the minority, the unit will be the State and not the whole of India. Thus, religious and linguistic minorities, who have been put at par in Article 30, have to be considered State-wise.

2) Article 30 (1) gives religious and linguistic minorities the right to establish and administer educational institutions of their choice. The use of the words of their choice indicates that even professional educational institutions would be covered by Article 30.

3) Admission of students to unaided minority education institutions viz.. Schools where scope for merit based selection is practically nil, cannot be regulated by the State or the .

4) Right to admit students being an essential of right to administer educational institutions of their choice as contemplated under Article 30 of the Constitution. The State Government or the university may not be entitled to interfere with that right in respect of unaided minority institutions provided however- that the admission to the
unaided educational institutions is on transparent basis and the merit is the criteria. The right to administer, not being an absolute one, there could be regulatory measures in ensuring educational standards and maintaining excellence thereof and it is moresa in the matter of admission to under-graduate Colleges and professional institutions.

**Article 350A : Facilities for instruction in Mother Tongue at Primary Stage:** It shall be the endeavour 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 for Children belonging to linguistic Minority Groups, and the President may issue such directions to any state as he considers necessary or proper for securing the provisions of such facilities.

6. **The Implementation of Centrally Sponsored Schemes and Programmes for Educational Rights of Minorities in India.**

The Common Minimum Programme of UPA Government is committed to promote modern and techniques education among all minority communities and social and economic empowerment of minorities through systematic attention to education and employment.

- Sarva Shiksha Abhiyan (SSA) addresses issues of access, equity and quality and make' schools open and inclusive in the secular space of our polity. The coverage of the Scheme has been concurrently extended to recognized volunteering Madarsas/Maktabs supported under SSA as well as those other volunteering Madrasas/Maktabs which may not be registered or recognized but supported under SSA interventions in coordination with State Project Directorates.

- SSA has achieved target of 99% at primary level and 92% of the target at upper primary level. In our efforts, for ensuring universal access to primary and upper primary education within one Km. and three Kms. respectively, during the year 2010-11, 13650 primary schools are being constructed out of which 4969 schools...
are in districts with substantial minority population. Out of 6326 upper primary school being constructed, 1147 are in districts with a substantial minority population. 158494 additional classrooms were constructed including 35806 class rooms in the districts with substantial minority population.

- Action plan for the year 2010-11 envisages 25093 new primary schools including 11930 in Muslim Concentration Districts (MCDs), 9396 new upper primary schools including 2370 in MCDs. sanction of 162459 teachers including48001 in MCDs.

- Mid-Day-Meal (MDM) Scheme has been extended to covers all children studying in classes I-VIII of Government, Government Aided and Local Body Schools as well as children studying in centres run under the Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE) centres supported under Sarva Shiksha Abhiyan (SSA).

- During the year 2010-11, out of 2573 Kasturba Gandhi Balika Vidyalayas (KGBVs) sanctioned, 427 KGBVs have been sanctioned in rural and urban areas of muslim concentration areas. States have been advised to make available Urdu teachers on demand. Continued efforts have been made by Ministry of Human Resource Development (MHRD) to increase enrolment of Muslim girls in these KGBVs.

- Ministry has launched 'Saakshar Bharat' the new variant of the National Literacy Mission on 8.9.2009 for implementation during the 11th Plan with an objective to make 70 million non-literate adults literate by the end of the 11th Plan. The scheme has special focus on women, belonging to Minorities. It is proposed to cover 12 million Muslims (10 million women +2 million men) under the programme. Saakshar Bharat is being implemented in 365 districts where female literacy is less than 50%. Out of these 365 districts, 61 districts are Muslim dominated. In the first phase, during 2009-
10, the programme has been rolled out in 167 districts in 1.9 states of which, 19 districts are Muslim dominated.

- Jan Shikshan Sansthan (JSSs) are imparting vocational training in 33 out of 90 minority concentrated districts in the country.

- The Centrally Sponsored Scheme of Teacher Education is under revision. Block Institutes of Teacher Education (BITEs) are proposed to be established in 196 blocks having concentration of SC/ST and Minorities.

- Due to these interventions the share of Muslim children enrolled at primary and upper primary level has gone up and those out of school have decreased. According to District Information System of Education (DISE) the enrolment of Muslim children at primary- and upper primary level for the year 2007-08 was 10.49% and 8.54% respectively which has increased from 9.4% and 7.62% in 2006-07. Similarly, the estimated number of Muslim out of school children has decreased from 21 lakh in 2005 to 10.69 lakh in 2009, i.e. from 9.97% to 7.67% of the population of Muslim children in the age groups 6-14 years.

- Rs.5 crore were released under Infrastructure Development of Minority Education Institution for infrastructure development of 22 minority educational institutions.

- During the year 2009-10, Rs.50 crore was provided under Scheme for Providing Quality Education in Madrasas for 1978 Madrassa and 4961 teachers.

- The certificates/qualifications of the Madrasa Boards which have been granted equivalence by the State Education Boards to that of their Secondary and Senior Secondary qualification have been equated with corresponding levels of the Central Board of Secondary Education (CBSE), Council of Board of School Education in India (COBSE) and other School Examination
Boards.' for the purpose of employment and entry to higher levels of education.

• Instructions have been issued to all organizations under MHRD to co-opt one Member on the Selection Board from amongst the Minority Communities. State Governments have been requested to follow the guidelines of DOP and T, issued in this context. The share of minorities in the recruitment by various organizations under this Ministry is being periodically monitored.

• Instructions have been issued to post teachers belonging to the minority communities in the schools in MCDs to instill confidence among minority children, encourage enrolment and reduce dropouts.

• UGC has sanctioned 233 Women's Hostels during 11th Plan in 90 MCD's. Out of allocation of Rs. 12278.19 lakhs, Rs.6465.75 has been released.

• The University Grants Commission (UGC) has approved the guidelines for establishment of centres in universities for study of Social Exclusion and Inclusive Policy and sanctioned these centres in 35 universities. Rs. 16.86 crores have been released during the 11th plan for the purpose.

• 1280 Centres of Equal Opportunity (CEO) have been established in 51 universities during 2009-10 and 1.345 and 1367 such centres are proposed to be established during 2010-11 and 2011-12.

• New Colleges of Excellence, Polytechnics and Community Polytechnics are being established in the districts with lower Gross Enrolment Ratio (GER) than the National Average in higher education. Under the new scheme to assist States for establishment of a model degree college in each of the 374 identified higher educationally back ward districts having Gross Enrolment Ratio (GER) in higher education lower than the national GER, Rs.782 crore has been earmarked as the Central Government
share in the 11th Plan. 200 colleges are proposed to be set up during the remaining period of the 11th Plan.

- Under the Scheme of 'Sub-Mission on Polytechnics' under coordinated Action for skill development, financial assistance to the tune of Rs.12.3 crore per polytechnic is provided to various State Governments/UTs for setting up of new polytechnics in 300 underserved and under-served districts. Out of 57 minority concentration districts, 35 districts have already been covered and an amount of Rs.91.66 crore released to various State Governments and UTs for setting up of the polytechnics.

- 'Academies for Professional Development of Urdu Medium Teachers' have been set up in three Central Universities viz. Aijgarh Muslim University, Aligarh, Jamia Millia Islamia, New Delhi and Maulana Azad' National Urdu University, Hyderabad. The Academy at JMI has trained 1247 teachers. MANUU has trained 2393 teachers. The AMU has conducted 10 Refresher Courses/Workshops for Primary/Secondary school teachers and covered 164 teachers. National University of Educational Planning and Administration (NUEPA) has been conducting workshop for professional development of principals and managers of schools and colleges established by the minorities.

- Rs.46.31 crores has been sanctioned for establishment of 'Residential Coaching Academies for Minorities, Women/SCs/STs' in Aligarh Muslim University, Maulana Azad National Urdu University, Baba Sahib Bhimrao Ambedkar and Jamia Hamdard. An amount of Rs.23.16 crore has been released during the year 2009-10 to these Academies.

- In the Budget for 2009-10, an allocation of Rs.25.00 crore each has been proposed for the Murshidabad and Mallapuram campuses of Aligarh Muslim University.
• Maulana Azad National Urdu University (MANUU) in its XI Plan proposal envisages (1.1) Model Schools, (7) Polytechnic Courses, (3) College of Teacher Education, a College of Pharmacy and Research Centre, a College of Unani Medicine and Research and Hospital, and a College of Nursing and Paramedical Sciences. This is subject to availability of funds during the 11th Plan.

• National Commission for Minority Educational Institutions (NCMEI) has been established by an Act of Parliament with the key objective of ensuring that the true amplitude of the educational rights enshrined in Article 30 (1) of the Constitution is made available to the members of the notified religious minority communities, including the Muslims. NCMEI has till date issued 3034 minority status certificates.

• National Council for Promotion of Urdu Language (NCPUL) is being strengthened and budget of Rs.20.00 crores has been sanctioned for the year 2010-11.

• The programmes of the NCPUL are now available at 1000 locations in 186 districts in 26 States of the country which includes One Year Diploma Course in Computer Applications, Business Accounting and Multilingual DTP (CABA MDTP), One Year Diploma Course in Urdu language, One year Certificate Course in Arabic Language and Two Years Diploma Course in Functional Arabic.

• CABA MDTP scheme has transformed the Urdu speaking population in to employable technical work force and more than 50% diploma holders are already employed.

• Art forms like Calligraphy, Ghazals, Architecture and sculpture etc. constitute rich tradition of Urdu. New programmes of the Council are exclusively devoted to the promotion of such liberal arts and aesthetics associated with Urdu language. Scheme for Urdu Press Promotion has been strengthened to provide for capacity building of Urdu journalists. New courses on
Mass Media, Script Writing and Dialogue writing are being launched to enhance employment opportunity.

**Prime Minister's New 15-Point Programme for the Welfare of Minorities.**

Among 15 points programmes researcher has taken only education related programmes of minority education.

**A) Enhancing opportunities for Education:**

1. **Equitable availability of ICDS Services**

   The Integrated Child Development Services (ICDS) Scheme is aimed at holistic development of children and pregnant/ lactating mothers from disadvantaged sections, by providing services through Anganwadi Centres such as supplementary nutrition, immunization, health check-u, referral services, pre-school and non-formal education. A certain percentage of the ICDS projects and Anganwadi Centres will be located in blocks/villages with a substantial population of minority communities to ensure that the benefits of this scheme are equitably available to such communities also.

2. **Improving access to School Education:**

   Under the Sarva Shiksha Abhiyan, the Kasturba Gandhi Balika Vidyalaya Scheme, and other similar Government schemes, it will be ensured that a certain percentage of such schools are located in villages/localities having a substantial population of minority communities.

3. **Grater Resources of Teaching Urdu:**

   Central assistance will be provided for recruitment and posting of Urdu language teachers in primary and upper primary schools that serve a population in which at least one-fourth belong to that language group.

4. **Modernising Madarsa Education:**

   408
The Central Plan Scheme of Area intensive and Madarsa Modernisation Programme provides basic education at infrastructure in areas of concentration of educationally backward minorities and resources for the modernization of Madarsa Education. Keeping in view the importance of addressing this need, this programme will be substantially strengthened and implemented effectively.

5. Scholarship for Meritorious students from Minority communities

Schemes for pre-matric and post-matric scholarships for students from minority communities will be formulated and implemented.

6. Improving Educational Infrastructure through the Maulana Azad Education Foundation:

The Government shall provide all possible assistance to Maulana Azad Education Foundation (MAEF) to strengthen and enable it to expand its activities more effectively.

7. Enrolment of Muslim Children in Elementary Education

a) Access of Muslim households to primary and upper primary schools is at par with other religious groups, with few exceptions.

b) The participation of Muslim children in elementary education in terms of share of Muslim children in enrolment is in accordance with their share in the population.

c) The share of Muslim children in enrolment at upper primary stage is somewhat lower than their share in the population. There are large variations across States and within States.

d) The distribution of enrolment by grades, and transition rates to upper primary education point to early withdrawal of children without completing the elementary cycle of education.

8. Lower participation of Muslims at all levels

a) Poor transition rates at secondary level
b) Accessibility issues, such as admission in higher education institutions, difficulty for girls in commuting distances

c) Poverty – contributing for high rate of drop outs of Muslim children to opt for employment instead of pursuing further studies.

d) Inadequate scholarships and financial assistance

e) Lack of Urdu medium schools at primary level, especially in UP

f) Lack of desired response to Madarsa modernisation

g) Inadequate skill based and vocational educational institutes

h) Lack of data on minorities and disaggregated data gender-wise, region-wise, urban-rural wise

**Recommendations- Data related**

a) Develop a mechanism for capturing data of minorities at secondary and higher education levels across all relevant Ministries/Departments

b) Create a National Data Bank for capturing data on:

c) Educational Participation of minorities at all levels

d) Keeping track of applications submitted under various schemes cutting across Ministries

e) Preparation of Educational Maps for Muslim Concentration Districts (MCDs)

f) Special Study in Muslim Concentration Areas of UP and Bihar to ascertain reasons for inadequate participation in certain districts.
7. The implementation of schemes and programmes for Educational Rights of Minorities in Karnataka State.

I. Government of Karnataka Department of Minorities

Some of the important grievances the commission received and noticed are as follows:

1. Government lands are not being made available for construction building to house minorities schools to have own buildings and shift the student from rented and rent free building which are absolutely unhygienic and have stinking surroundings.

2. To set up Urdu Anganwadies in all the Minorities concentrated areas.

3. Most of the minorities schools do not have the requisite furnitures. Those having furniture are in deteriorating conditions. Most of the schools do not have drinking water and toilet facilities. Most of the Lower Primary Schools do not have teaching learning material (TLM).

4. Text Books are not supplied to Minority schools on time. Even to day some of the Districts have not received Maths. Science and Social Studies books. Even today Chaitanya-II guide books have not been supplied to Minority Institutions though these books have already been supplied and utilized in Kannada Schools since three years.

5. The technical errors in Chaitanya-I to the extent of about 40% has not been rectified. The same is being practiced in Minority Schools.

6. T.L.M. and evaluation technique training materials have not been devised in Minority Languages as has been done in Kannada Schools. Thus Minority Schools have been deprived of this benefit.
7. Though new schools have been opened in many Districts teachers posts have not been sanctioned. Existing vacant teachers posts in Minority Schools has not been taken care of fully while making recruitment. Further many schools having unwieldy students strength, teachers post has not been sanctioned proportionately. As a result, 100% enrolment of the children of Minorities is not being achieved. There are instances of the closure of schools for the said reasons. The transfers of teachers and the deputations without displacement of teachers have paves way for the exodus of the teachers from the rural school areas.

8. Academic support resource unit as provided under DPEP and SSA schemes like BRC and CRC have not been established for Minority School teachers to update update their teaching competencies.

9. Though Kannada is State Official Language, prominence for the study of this language has to be taken care fully in Minority Schools. It is noticed that most of the Minority Schools do not have Kannada teacher sanctioned post. Thereby the children of Minorities though eager to learn Kannada Language but have been deprived of this benefit for want of Kannada Teachers.

10. It is noticed by the Commission that still there are large number of Schools-less habitation and villages in the Minority Concentrated areas deprived of getting the compulsory education benefits (fundamental right of the children) to the Minority children.

Minorities feel that in dispensing Govt. benefits, the implementing agencies have discriminated against them, which has created bitterness in their mind. They feel that this discrimination is sometimes, based on Communal bias. This appears to be the crux of the problem of minorities. This is also due to the non-representation of Minorities in local bodies and also in SIC and DICs. The
Commission found that most of the Govt. Urdu schools run in Govt. own buildings, rent free and rented buildings are in chaotic conditions. They are surrounded by unsanitary, unhygienic conditions and in dilapidated buildings.

Children have to squat on the floor for want of furniture. Some of the Govt. Urdu Schools in Davanagere, Mysore, Shimoga, Bangalore, Gulbarga, Bibar are in dungeons condition. Many schools do not have even half of the sanctioned post particularly in Bidar, Koppal, Dharwad, Raichur and in Old Mysore Area.

Govt. as well as aided Urdu schools have not sanctioned teacher's post as per Teacher pupil ratio. The drop out rates are very high due to non-availability school, infrastructure, teachers and lack of training to the present teachers to cope up the updated syllabus. Thus in general, Govt. Urdu Primary Schools are the most neglected institutions in the State.

**Recommendations**

1. “Under Education for all” (SSA Scheme) All minority children under the age group of 5 years to 11 years should get access to Primary Education. All school less villages and habitations should have Primary Schools for minorities. The Department of Public Instruction Shall ensure 100% enrolment of Minority children in Primary School by 2006.

2. To stop the increasing rate of drop out among minority children, the existing Lower Primary Schools be up-graded to Higher Primary Schools. Starting more number of Urdu Medium High Schools or Starting Urdu Medium sections in the existing High Schools and by providing Hostel facilities at District Headquarters exclusively for Minorities.

3. The Education Department shall take care of printing, publishing and supplying all error-free text books of minority languages to schools in time prior to the commencement of each academic year.
While revising the syllabus and text books of minority languages the material should go through the subject experts belonging to minority communities should go through the proposed contents.

4. A special package of Rs. 100.00 crores from SSA may be made available for development of Govt. Urdu and other minorities schools in all the Districts of Karnataka for infrastructure facilities, teachers and for quality improvement since these Institutions have been neglected from the past 10 years while utilizing fund of DPEP, NABARD and SSA schemes.

5. A separate academy for minorities may be set up to prepare the meritorious students to face the competitive exams conducted by different Agencies for Civil Service, Defence Service, Public Service, Bank Service etc. at the State Headquarters.

6. The Govt. shall relax the rules of Grant-in-Aid to sanction Kannada Teacher Posts in Minority Institutions run by the private minority managements in order to promote Kannada among the minority children.

7. It is universally agreed fact that early education in mother-tongue will be more effective and interesting among the children. Hence it is recommended that the linguistic minority language Anganwadi Centers may be opened immediately in the Minorities concentrated areas in all Districts of Karnataka which facilitates to improve the enrolment among minorities.

8. Special provision given to admit the private schools to Grant-in-Aid run by the SC/ST Managements on completion of one year is commendable. Similarly the economically most backward are also equally deserves to have the benefit of getting grants after completion of one year. Besides extending the benefits of admitting Institutions for Salary Grants by relaxing ban period to minorities run Institution upto 1992 as has been done in case of SC/ST managed Institutions.
9. Academic support resource units like BRC should be established at least one in each District and on CRC in each Taluk exclusively for updating the teaching competencies of Minorities Schools (Urdu) Teachers to provide effective quality education in minorities schools.

10. The Govt. Shall relax the ban order for recruitment of teachers against the existing vacancies in aided Minorities Institutions. Also Minorities run institutions be permitted to utilize the teachers post based on minimum staffing pattern and on natural growth.

11. The Govt. shall release sufficient funds to settle long pending rental arrears of rented buildings used for Minorities Schools.

12. Nomination of Minority communities be made to State Implementation Committees, District Implementation Committees and in Local Bodies wherever Minorities are not representation to supervise and monitor the benefits of Govt. Schemes particularly in Education Department in getting due share to Minorities and Minorities Schools.

13. The Govt. shall take immediate steps to recruit Urdu Lecturers/Senior Lectures against the existing vacancies to the First Grade Colleges of both Govt. and aided one.

14. The Govt. shall establish Urdu Chair and Minorities Cell in Gulbarga University with sufficient budget allocation.

15. Special package shall be devised to provide complete infrastructure facilities to all Minorities Residential Schools in Karnataka including those at Gulbarga, Ramanagaram, Mangalore, Bijapur, Srirangapatna and other places.

II. Schemes of the Directorates of Minorities

i. Construction of Hostel Building for Minorities:

Under this scheme Government hostels are constructed through the Deputy Commissioner or the Zilla Panchayats to provide for better
environment for poor and needy minorities students. The selection of
the hoteliers in done at the district level. The District Officers,
Backward Class and Minorities of the District is the Nodal Officer.

**ii. Morarji Desai Residential Schools:**

The department runs several Morarji Desai residential schools for
minorities to provide free residential education from standards VI to X
on a co-education basis.

The schools are run through the Karnataka Residential Education
Institutions Society and the Zilla Panchayats.

The selection of the students is done through local advertisements
and tests/interviews organized at the district level.

The total number of residential schools for Muslim was only 5
compared to a total number of 48 schools for all minorities. The
Muslim minority schools should be increased in Belgaum, Gulbarga
division where there is a large number of population. At least there is
one Murarji Desai P.U. College in 3 divisions while as there is no
college in Belgaum division.

**iii. Teaching and Learning Aid to Govt. Minorities Schools:**

Under this scheme minority schools are provided with teaching and
learning aids up to Rs. 10,000/- every year.

The scheme is implemented at the district level by the District Officer,
Backward Classes and Minorities in co-ordination with the Deputy
Director of Public Instruction. The District Committee under the
Chairmanship of the Deputy Commissioner selects the beneficiary
schools. Interested schools may apply to the District Officer,
Backward Classes and Minority Department on a plain paper
indicating their requirement.

**iv. Incentive for Minority Students: (Scholarship)**
In order to encourage the children of minority communities to continue education and prevent drop-outs, financial grant is extended as incentive in the following scale:

1. Those who complete SSLC and take admission to PUC-I and thereafter PUC-II Rs. 3,000/- per year.

2. Those who complete PUC-II and take admission to degree courses Rs. 4,000/- per year.

3. Those who complete any degree and take admission to post graduate Rs. 5,000/- per year.

The application should be made to the District Officer, Backward Class and Minorities Department of the district.

The District Committee under the chairmanship of the Deputy Commissioner selects the beneficiary students.

v. New Hostels for Minorities:

Upto 2006-07 there were 23 Government hostels under the minorities department to help the educational upliftment of the minorities.

Government during 2007-08 has sanctioned 75 new hostels of the minorities in several districts.

The District Officer, Backward Classes and Minorities is the NODAL officer to start these hostels and to pursue action for admitting the students. The District officer, Backward Classes and Minorities will issue local advertisements inviting applications from eligible and intending students. Those students who are desirous of seeking admission in these hostels may apply or contact the District Officer of the Backward Classes and Minorities Department.

vi. Scholarship for Minority Students:

In order to extend the much needed financial assistance to the children of the minority communities at the pre-metric level, the Department of Minorities has designed a new scheme form 2007-08 to extend scholarship.
vii. Grant-in-Aid to Hostels run by Minority Organizations:

Under scheme matching building grant, upto a maximum of Rs. One lakh can be provided to minority organizations like NGOs, voluntary organizations etc., to carryout minor repairs, additions and alterations to their hostels.

Interested organizations have to apply through the District Officer of the Backward Classes and Minority Department.

viii. Occupational /Training for Minorities:

Occupational training for un-employed youths in various trades such as electrical, wireman, civil work supervision, radio, TV repairs, tailoring, embroidery etc., is provided under this scheme. Training fee and stipend to candidates will be paid by the department.

The scheme is under the district sector and implemented through the Zilla Panchayats.

The selection of the candidates is done at the district level.

The District Office, Backward Classes and Minorities is the NODAL officer and may be contacted for details.

ix. Grant in Aid to Minority Orphanage:

Under this scheme orphans and destitute children studying from 1st standard to 10th standard are eligible to get grant at Rs. 350/- per month per boarder.

The scheme is under the district sector and implemented through the Zilla Panchayats.

Those orphanages which are approved and included in the Grant-in-Aid scheme are eligible to obtain financial assistance under the scheme.
The District Officer, Backward Classes and Minorities Department of the district is the NODAL officer and may be contacted for further details.

**x. Training for Law Graduates belonging to the Minority Communities:**

Under this scheme financial assistance in the form of monthly stipend is provided to law graduates belonging to the minority communities. They are trained under the Government advocates or advocate with 20 years of practice and will be given Rs. 1,000/- stipend per month for four years.

**xi. Stipend for Minorities:**

Under this scheme stipend to ITI/Diploma students is provided at the rate of Rs. 150/- per month for 10 months to minority students studying in ITI/Diploma courses. This is a district sector scheme and implemented through the Zilla Panchayats. For further details District Officer for Backward Classes and Minorities of the respective district may be contacted.

**III. Schemes of the Karnataka State Board of Wakfs Grant in aid to Wakf Institutions in the State**

**General Conditions of Grant**

1. Every institution on behalf of which grant-in-aid is sought shall be under the control of a Mutavalli who shall be answerable for the maintenance of the institution and for the due fulfillment of all conditions of aid as may be prescribed form time to time.

2. **The Mutavalli shall be responsible:**

   i. To strictly fulfill the conditions laid down in this grant-in-aid code.

   ii. To subject the institution to the inspection of the inspector-cum-auditor and any other State Government Officer or agency
of the Karnataka Board of Wakfs, designated for the purpose by
the Board or Government.

iii. To afford all facilities to the officers of the State Government and
of the Indian Audit Department deputed to audit the accounts of
the institution.

iv. To strictly abide by the instructions of the inspecting or auditing
agencies referred to in sub-clause (ii) and (iii) above.

v. To keep such accounts and render such returns and reports as
may be prescribed by the Karnataka Board of Wakfs, from time
to time.

IV. Karnataka Residential Educational Institutions Society

Morarji Desai Residential Schools

The government of Karnataka has approved setting up of Residential
School in rural areas for the welfare of minorities. These residential
school were started based on the model of Jawahar Navodaya Schools
run by Central Government Education from 6th standard to 10th
standard is being provided in these residential schools. In every class
50 students are admitted out of which 50% seats will be reserved for
girls.

V. Professional Education

Technical Education

There are about 5 Engineering and 5 Medical colleges of minorities
which is running by religious minorities institutions in Karnataka
State.

- Eventhough there are many schemes of Government of Karnataka
for providing education to minorities, the community, parents and
students lack awareness regarding these. Hence, they are not fully
utilizing these schemes. There is a need to take measures to
increase the awareness among Muslim population through proper
propaganda.
• It has been observed that during the last 3 years the number of government schemes have increased significantly.

• During the primary school and high school stages all facilities have been made for providing education in Urdu medium. But when these students enter higher education stage they face many problems as they have opted for either Kannada medium or English medium as means of higher study. As such number of students seeking higher education decreases.

• As the number of Muslim families who are poorer compared to other community families is large their children seek admission in Government schools as they cannot afford the costly education offered by private schools.

• The Government should provide all the necessary infrastructure facilities in Government schools so as to provide proper education to minority children.

• The Government should also appoint adequate number of qualified and trained teachers in schools to provide quality education.

5.8) Conclusion

i) Women Education

The goal of the National Policy for the empowerment of women is to bring about the advancement, development and empowerment of women. Some of the specific objectives of this policy are: a) Creating an environment through positive economic and social policies for full development of women to enable them to realize their full potential, b) Equal access to health care, quality education at all levels, career and vocational guidance etc, c) Elimination of discrimination and all forms of violence against women and girl child.

The principle of gender equality is enshrined in the Constitution of India (in the Preamble and fundamental rights) where by the constitution upholds and grants the equality to woman. The National
commission for women, which was set up in 1990 through an Act of Parliament to safeguard the rights and legal entitlements of women, is considered to be the apex body to ensure rights and work towards the women empowerment. In terms of five-year plans the fifth five-year plan (1974-78) is considered to be very crucial from the point of view of women development with 1975 being declared as International Year of Women.

The women issues have received tremendous attention in the planning circle and in wide intellectual discussions and forums at national and global platforms. However the existing lacuna in the formulation and execution of the policies has not changed the grass root situation to a great extent. On the encouraging front, in the South Asian countries there have been relatively increasing economic participation in past one decade. Statistically the rate of literacy among women has also increased. The educational and occupational patterns have also changed and widened with women entering the domains, which till decade back was considered to be dominated by men. Further there has been encouraging rise in the percentage of the women joining service sector especially Banking and Information Technology. In the background of the gigantic transformation, the core issue, which still remains unanswered, is that of women's right and empowerment.

The schemes of the Ministry of Human Resource Development and the Ministry of Women and Child Development that deal with the empowerment of girls and women through education. On the basis of replies to applications for information under the Right to Information Act, the Mid Term Appraisal of the Tenth Five Year Plan, articles on Pratham's ASER Report and several articles on various schemes and their funding patterns from the Economic and Political Weekly, the schemes with respect to the extent to which they involve local participation, their aims and objectives and their implementation strategies. And recommendations for more efficient implementation,
most of which deal with enhancing participation by the beneficiaries of the schemes.

Women and men in India enjoy equality. Article 14 of the Constitution of India guarantees equal rights and opportunities to men and women in political, economic and social spheres, Article 42 directs the State to make provision for ensuring just and humane conditions for work and maternity itself and Article 51 (A) e imposes upon every citizen, a fundamental duty to renounce the practices derogatory to the dignity of women.

However this de jure equality has not yet materialised into a de facto equality, despite the efforts made in the Five Year Plans. The First Five Year Plan sought to "promote the welfare of women" by helping them to play their legitimate role in the family and the community but emphasised that the major burden of organising activities for the benefit of the female population had to be borne by the private agencies. Five Year Plans continued to reflect the same welfare approach to women's interests though they accorded priority to education for both, men and women and launched measures to improve maternal and child health services and supplementary nutrition for children as well as expectant and nursing mothers.

It was the Sixth Five Year Plan in which the focus on women's interests shifted from 'welfare' and 'development'. Planners and policy makers began to recognize women not only as partners but also as stake-holders in the development of the country. The Seventh Five Year Plan saw developmental programmes which aimed at raising the economic and social status of women and at ensuring that they get the benefits of national development. This is when 'beneficiary oriented programmes extending direct benefits to women in different developmental sectors began. There was a stress upon the generation of both skilled and unskilled employment through formal and non-formal education and vocational training. The Eight Five Year Plan had a Human Development focus. It tried to ensure that the benefits
of development do not bypass women and it implemented special programmes for women to complement the general development programmes and to monitor the flow of benefits to women in education, health and employment.

The Ninth Five Year Plan was rather ambitious. It took up 'empowering women as agents of socio-economic change and development' as a major commitment. To begin with, it adopted the 'National Policy for Empowerment of Women', which among other objectives, sought to organise women into Self Help Groups to work for their own empowerment, accorded a high priority to schemes for maternal and child welfare and most importantly, made a bid at easy and equal access to education through the Special Action Plan of 1998, plans for the free education of girls up to the college level (inclusive of professional courses) and vocational training.

Education as such, results in positive externalities. Not only does it have an intrinsic value in the sense of the joy of learning, reading etc, but it also has instrumental, social and process roles. Moreover education may spread through interpersonal motivation. When one individual sends her child to school, her neighbour is likely to do so as well. Women's education too, often spreads this way, more specifically, through same sex effects, i.e. an educated woman is far more likely to send her daughter to school than an uneducated woman. Also, she is likely to maintain better conditions of nutrition and hygiene in her household and thereby improve her family's health (Sen 1997). The presence of a larger number of female teachers may encourage parents to send their daughters to school. Thus education is a fundamental tool for women's empowerment.

The girls' education schemes of the Ministry of Human Resource Development and the Ministry of Women and Child Development have evaluated them with respect to their public policy design in terms of aims, objectives and implementation tactics with reference to the extent to which they involve the grassroots. Prior to the evaluation of
the schemes however, I have provided statistics representing the extent of gender inequality in current and initial enrolment, literacy and retention, listed variables that have been statistically proven to increase girls’ enrolment and given a few reports on education for empowerment.

Minorities

The Constitution of India intended to assure Muslims and other Minorities equality of status and opportunities with other citizens to accelerate the process of educational and socioeconomic justice. The 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 ongoing 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-Buddhist as educationally backward minority groups at the national level. Neo-Buddhist were given all the benefits which are available to Scheduled Castes and therefore, the Muslims are recognized as educationally backward minority group at the national level. The 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.

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 Pradesh. A total of 67 institutions have been visited. The scheme is primarily implemented through the state administration except in Kerala.

5.9) Suggestions

1. India is rich in policies, thus almost every conceivable strategy to promote girls' education has been covered. The problem lies in implementation. It is therefore necessary to concentrate on making the system work and deliver the services. The following areas need special attention and intensive advocacy to persuade political leaders, policy makers and administrators to reform the system.
2. Identify the most deprived sections of society and design and implement time-bound special programmes for girls. Link the special programmes to the formal school system (where feasible) and give a big push to girl children from the poorest and the most disadvantaged sections of the society.

3. Similarly, running time-bound special educational programmes for adolescent girls (and boys) who are either out of school or have completed grade 5 and have nowhere to go or have never been to school. Focusing on education, skill development, self-confidence building and health education of adolescents will create a critical mass of educated women in society.

4. Create a public platform at the District/State/Regional level where key political leaders are invited to publicly commit themselves to promoting girls' education. Follow up with regular news/information on what is happening where. The main focus could be on facilitating the implementation of Government's policies and programmes.

5. Needless to add, mounting international pressure on India to implement existing policies, can create a favourable climate for in-country advocates to push for girls and women's education.

6. Lack of facilities and awareness of programmes in rural area.

7. No such a scheme in higher education for women. It should be needed.

**The problems encountered in educating the children of minorities**

Inspite of the existing schemes under Government of India and Government of Karnataka to meet the goals of universal elementary education utilising the funds towards the development of Minority Schools in uplifting the education scenario of the children of the Minorities needs to be taken greater care of.

The ground realities with regard to different aspects of education like enrolment, retention, developing school infrastructure etc., often differ
in varying degrees from place to place.

A host of reasons as to why the present formal education does not attract minorities children that have been reported are:

1. Very few schools started by Minorities are located in Government buildings which are constructed according to the specified type design and are spacious, well ventilated. But in majority of cases these schools are located in buildings which are in rented Buildings with a hygienic surroundings. The buildings are dingy, in adequate for the strength admitted and have shabby looking. The Commission has noticed that even some of the Government buildings in which these schools are located are in dilapidated conditions and there is need to demolish the entire structure for reconstruction. Some of the buildings needs major repairs which have not been taken for quite some time. It is often noticed in a few cases that the rented for the private buildings, these schools are located rent has not been paid for many years. Enquiries have shown that sites are available with the Municipal authorities and with the Zilla Panchayaths where school buildings can be constructed. It would be better if immediate action is taken to secure sites and start constructing the school buildings.

2. Quite a few schools do not have the required furnitures. In some schools furnitures arc supplied quite some time back is now broken and cannot be used.

3. Very few schools have drinking water, toilets, and electricity.

4. The schools which are located in Government Buildings have open area around, it doesn't have compound wall, as a result these Government lands are being encroached upon.

5. Maps, charts and teaching learning materials based on update syllabus is not made available to the Lower Primary Schools. Some of the Higher Primary Schools do have the materials but unfortunately the teachers there are not trained to handle the
materials supplied. Teaching learning materials is a essential component of the teaching process which makes learning attractive, participation, joyful and makes the process very effective. Poor attendance in Minority schools is attributed to the information effectively of teaching learning materials in tha schools.

6. Text books in Minority languages are not published and supplied on time. This has been the position for many years even in the current year till the month of September. Some text books in minority languages were not supplied in the Districts of Bangalore, Bellary, Koppal, Mysore, Mandya and Kolar.

7. Chaitanya Tool Books have not been translated and printed so far in Minority languages while the Kannada version have been published and supplied long back and even training has been given to the teachers to enable them to effectively handle classes 5th to 7th Std.

8. No Resource Unit is developed either on State level, CTE or in DIET level. Even though under DPEP and SSA schemes Block Resource Centre one in each taluka with 14 Cluster Resource persons has been established, this benefit has not been developed and utilised for updating the teaching competence and enriching the language of Minority school teachers. This has resulted in poor performance of teaching and poor quality of educational standards in Minority schools which has contributed for a larger number of drop outs from among the children in Minority schools.

9. There are many schools where the post already created are not filled up. There are also cases where there is great need to create inadequate posts of teacher as per the prescribed student teacher ratio but these posts are not created. This naturally results in the falling of educational standards.

10. There are cases where teachers who are posted to interior rural
areas and to other inconvenient places managed to get deputation elsewhere or get assignment to work in the offices. This has resulted in their post remaining vacant in their place of posting, the education of children suffers, the strength dwindled and in quite a few cases a decision is taken for closure of schools for short strength. This trend has to be checked. The transfer of teachers, and their deputation which continues through out the year and paves way for the exodus of teachers from rural areas has to be stopped.

11. Most of the Government Urdu High Schools, Urdu TCH section in DIETS have vacancies which are not filled for many years. This would adversely effect the function of schools and the strength there is falling sharply. These vacancies have to be filled up expeditiously.

12. In private schools permission is not being granted for starting additional section.

Permission is also not being granted to fill up the vacancies of teachers well in time. Most of the aided schools management are "awaiting permission to recruit teachers for a very long time. The education badly suffers in situation like this.

13. Minority Status has not been granted to Minority management schools from the year 1995-96. This has created many problems for Minorities Institutions and the worse is that the sanction of Kannada teacher posts in Minority Language Institution is held up and the benefit of exemption from following the roster system is coming up in the way of filling up of the vacancies.

14. Prominent reasons for high level dropouts of about 87% is due to poverty of parents, absence of special Educational Programmes, difficulties faced in learning English, Maths and Science subjects where these are the part of the curricular, difference between the Home Language and the School Language, non-conducive
atmosphere in these schools and Hostels meant for Minorities and Backward Classes. Teacher absenteeism, lack of primary schools/Alternative schooling facility available within reasonable distances, physical barriers between schools and Habitations, schools without building in accessible areas (without Roads). Educated Underemployment is found to be a demotivating factor for formal education is reporting. A middle aged father whose son has dropped out before completing Primary Education said "Ashraf" has passed matriculation and has no employment, what will my son get out of going to School.

15) Recommendations- Elementary Education-I

- To provide assistance to Madarsas and Maktabs as per earlier dispensation under SSA even though they are outside the ambit of RTE Act.
- Opening of primary schools in Urdu medium to ensure that education in mother tongue is available at primary level if the number of students in a class is more than 15.
- Establishment of KGBVs in Districts with more than 10% minority population. KGBV\'s – Facts & figures

16) Recommendations- Elementary Education-II

- MHRD may study reasons for disproportionately high enrolment in Madarsas in some districts: Enrolment in Madarsas
- To provide assistance to Madarsas and Maktabs as per earlier dispensation under SSA even though they are outside the ambit of RTE Act

17) Recommendations- Secondary Education-I

- Facilities to Muslim students and other minorities to be at par with SCs/STs, such as scholarships amount, full reimbursement/ fee waiver and hostel facility. Scholarships – M/o SJE & MoMA
• Under the Scheme of 2500 Model Schools in PPP mode at least 10%, i.e., 250 schools should be reserved for religious minorities in proportion to the number of schools sanctioned in each State.

• Prompt Issuance of NOC by State Govts. to minority institutions for affiliation/permission from CBSE/NCTE

This has resulted in poor quality of education prevailing in the Minority Schools mainly due to the non-utilisation of the funds for the schemes of Government of India and Government of Karnataka towards, the development of Minority Schools on compared with the Kannada Schools.

Commission recommends the following measures to redress the grievances systematically under the provisions and schemes of Government of India and Government of Karnataka:

**Recommendations of the Commission**

1. Full Fledged Directorate:

Commission strongly recommends that the existing Directorate should be strengthened with full fledged planning, administrative, supervisory, financial and other corresponding powers to be given, in addition to the powers already given vide G.O. No. ED 125 MES86, dated 26.05.87, for the effective and productive functioning of minority schools in the state ensuring qualitative education to the children of minorities and to put an end to the charges levelled against these schools which keep appearing in the news papers from different quarters of the society.

Further, the inventory of the grievances listed above is so large and severe that a comprehensive approach is called for to redress these grievances towards this the Commission recommends that the Directorate for Urdu and Other Minority Language Institutions should conduct a State level exercise jointly with the DDPIs and BEOs throughout the State to secure information on all these aspects of deficiencies from individual schools run by Government or non-
2. Establishment of BRCS and CRCS:

Based on the national policy on education 1986 recommendations, Govt. of India has set up the system of academic support to teachers and for teachers training in the elementary schools by the establishment of Block Resource Centres at Block level and Cluster Resource Centres at Cluster level. The main function of these institutions is capacity building among teachers. Commission recommends for setting up of one Block Resource Centre at district level and one Cluster Resource Centre at Taluk Level, which covers 32 BRCs and 206 CRCs out of the sanctioned posts under DPEP I SSA Government of India Schemes for minority schools, so as to maintain quality of education in schools.

3. Commission Recommends Developing Resource Unit Comprising:

Subject Specialists at District Institutions of Education and Training and College for Teacher Education for empowering the minority high schools and primary school teachers. To improve the quality of schooling by introducing new pedagogy and changing curricula and to meet the new and unforeseen demands of teachers. Also to empower and guide the BRCs and CRCs with the latest teaching techniques and training packages.

4. Recruitment of Teachers for High Schools and Primary Schools and Aided Schools Including Kannada Teachers in Aided Minority Schools:

Role of a teacher is very crucial in the education system to implement the educational policies and programme to meet the urgency Universalisation of Elementary Education (UEE), rapid technological advancement, changing value system and high expectation of the society. Provision to learn and study Kannada language for the children of minorities in Aided minority schools. So as to participate in the importance and Development of Kannada language in the State.
Though 284 posts in 1992 were sanctioned to these schools but could not be utilized for the conditions of non declaration of minority status to the Muslim managed institutions. It is recommended that the condition should be exempted and permission be granted to utilize the posts by minority management institutions. As and when vacancies occur and as per the teacher pupil ratio teachers post should be sanctioned and their recruitment should be done on priority. Further recommended to monitor that all the schools should have required number of teachers in position by the start of the academic year. Zero transfers of Teachers during the year after may every year should be maintain. 100% of vacancies caused by the Teacher transfer should be got filled in time.

5. Declaration of Minority Status to Minority Managed Schools:

Since 1995 no institution managed by minorities like Muslims, Christians, Jains etc., has been given minority status because of which these institutions have been deprived of the benefits under article 29 and 30 of the constitution, and these institutions have been put to great inconvenience by the department in recruitment and other administrative matters. Thus it is recommended that requests for giving declaration of minority status be cleared within 3 months of their submission to the Education Department failing which the institutions shall be given the Minority Status. About 120 proposals pending with the Department should be cleared forthwith. All the Minorities language Medium Schools should be exempted from getting the minority status certificate.

6. Educational Co-Ordinators for Urdu Schools at Taluk Level

It is recommended to sanction 206 posts of Educational Coordinators for Urdu and Other Minorities Schools (inclusive of 40 existing education Coordinators).

7. Representation of Minorities Subject Experts in Text Book Committee:
Particularly in subjects like language, Social Science distorted information is noticed in textbooks of primary, higher primary and high schools. Thereby restlessness and disturbed emotional sentiments are being noticed in the minority communities. Thus to avoid such testing situations it is recommended for the inclusion of subject experts from minority communities in the textbook committee. Further, all the schools should receive Text Books in one installment at the beginning of the year.

8. Opening of Urdu D.Ed. Section in DIET:

It is seen in most of the Urdu Schools, teachers recruited have acquired training in English Medium with one Urdu Language due to non-availability of Urdu DEd sections in 75% of the DIET in the state, which has caused the deteriorating quality of teaching and quality of education in Urdu Schools. Thus, it is recommended that one Urdu DEd section in all the DIETs be opened.

9. Earmarking 30% of Grants of the Education Department for the Development of Minority Schools for the Year 2003-04 and Provision of Sites for Urdu Schools Wherever they are Running in Rented or Rent Free Buildings for Constructing Government Buildings:

It is seen that minority schools, most of them (about 500) are running in rental and rent free buildings which are in dilapidated and unhygienic. Rent in some case has not been cleared from 5 years for want of grants. About 3500 schools need additional classrooms, special repairs, electricity, water facilities, toilets, play ground, furniture, laboratory, library, Teaching Learning Material etc. Which have not at all been taken care of either in DPEP scheme, Zilla Panchayat Scheme, State Schemes, OBB Schemes etc since 15 years. We recommend for granting minimum of 30% educational budget of 2003-04 to Minority schools to update these schools by bridging the gap with other schools.

In Bangalore city demolition of unauthorized structures has taken
place in corporation, BDA, areas. In these places a provision may be made for allotment of sites to constructing of school buildings and cost of these sites may be adjusted out of funds available with BDA or corporation under education cess. Besides provisions of sites be made in municipal and ZP areas in other parts of the state. The Commission recommends that necessary directions may be issued in the matter.

10. Establishment of Anganwadis under Women and Child Welfare Department:

The dropout rate and illiteracy rate is increasing among the minority communities. To emphasise a child-centred approach, play way and activity based learning of the child, early childhood care and education is very important. ICDS programmes Anganwadis have been established by Women and Child Department but all centres are catering to Kannada medium students and no Anganwadi attached to Urdu School has been established, covering the age group 3-5 years. Thus, to have feedback and motivating all the children of minority community about 3000 Anganwadis should be sanctioned to meet total literacy and UEE goals. There is also provision to have these sanctioned under SSA Early Child Care and Education (ECCE).

11. Provision for Teaching Maths and Science in English Medium in All Urdu Medium Schools From 6th Standard:

Professional courses and also Diploma courses are in English Medium. Subjects like Science and Maths playa crucial role for the entry into these courses. To achieve the competence and ability in these subjects English Medium is very much essential. To avoid dropout percentage and to seek entry into these courses it is recommended to have the provision for teaching and learning of Science and Maths subjects in English Medium from 6th Standard in Urdu Schools.

12. Computer Education in Minority Schools:

To meet the rapid technological advancement and demand of the
society as viewed in a global scale computer education is very much essential. Thus, it is recommended for the sanction of computers in Urdu Schools having more than four hundred strength, higher primary schools and in all high schools so as to extend this far reaching benefit to the children from the section minority community.

13. Representation of Minorities in Zilla Panchayat, Taluk Panchayat and Village Panchayat:

Most of the schemes of Education Department are being operated, monitored and supervised by these local bodies wherever, minority representation is not existing it is recommended for the provision of nominating members from minority communities in: these bodies to report and to take care of these schemes effectively for these schools.

14. Commission recommends that Government should relax 5 years period from 1987 to 1992 for admitting the schools started and managed by Minorities to salary grants on par with SC and STs institutions.

15. Commission also recommends that Government should establish at least one residential school preferably in Urdu or English medium for the children of Minorities in each District, so as to protect the educational interests of meritorious and economically weak section of Minorities.

16. Commission recommends that Government should accord permission to open vocational courses in Minority institutions relaxing the rules and norms to a certain extent.

5.10. **Suggestions for further research**

1. The study has taken into consideration of the constitutional provisions for educational rights of women and minorities. The same study may be taken up the provisions of women and minorities education separately.

2. The same study may be conducted by comparing the other states also.
3. The study attempted to study the constitutional provisions for women and minorities in India. The same study may be taken up with comparisons of the other countries also.

4. The same study may be taken up for SC/ST and other backward communities groups also.

5. This study has focused on the schemes and programmes education in Karnataka State. The same study may be taken up with comparison of other states also.

5.11. Limitations of the Study

The limitations of the study are as follows:

1. The study considered the constitutional provisions of educational rights of women and minorities in India.

2. The research attempted to study the constitutional provisions for women and minorities in India and has not made comparisons with any other constitutions of the world.

3. The study restricted to only empowering of women through education not through any other aspects.

4. The study has focused on centrally sponsored schemes and programmes of women and minorities education.

5. The study was restricted only to Schemes and programmes education for women and minorities launched by Government of Karnataka State.