APPENDICES

APPENDIX - 1

QUESTIONNAIRES

Date __________

Name and Address of Respondent

__________________________________________

1. Why Muslims of Assam are educationally backward? State reasons.
   (a) __________________________ (b) __________________________
   (c) __________________________ (d) __________________________
   (e) __________________________ (f) __________________________
   (g) __________________________ (h) __________________________

2. What do you think is the percentage of literacy among Muslims in Assam?
   (a) Men
   (b) Women
   (c) Total

3. What do you think is the percentage of Muslim graduates?
   (a) Graduates
   (b) Postgraduates
   (c) Total

4. In your opinion what is the percentage of Muslims of Assam in the following categories?
   (a) Class I Service
   (b) Class II Service
   (c) Class III Service
   (d) Class IV Service

3. (a) Primary teachers
   (b) Secondary teachers
   (c) College teachers
   (d) University teachers

5. (a) M.B.B.S. doctors
   (b) Ophthalmologists
   (c) Vets
   (d) Veterinary field assistants
   (e) Engineers
   (f) Technicians

6. (a) Gazetted Officers
   (b) Magistrates
   (c) Lawyers


B. (a) Police
(b) Police Officers
(c) Police Constables
(d) Armed Officers
(e) Forces
(f) Soldiers

G. (a) Small business men/Shopkeeper
(b) Greater businessmen
(c) Ordinary Peasant
(d) Farmers
(e) Daily labourer

G. (a) Having no property
(b) Having Immovable property: (a) Housebuilding
(c) Above 10 bighas of land
(b) Land: 3 bighas or below

(c) Having moveable property: (i) bicycle/two wheeler
(ii) Shops

5. Which of the following among Assamese Muslims (Goria, Maria, Khilingia) is superior in Education as compared to Muslim Assamese (Bengali origin) Muslims?

6. Which one of the following is the main cause of educational backwardness of Muslims in Assam?
(a) Muslims of Assam fail to draw the attention of the Govt. towards their backwardness:
(b) Govt. fail to pay attention to their conditions and education:

7. Muslim parents/guardians are frustrated because their sons/daughters are not able to get jobs after getting education. What do you think are the reason(s) for it?
(a) Muslim candidates are inefficient
(b) Muslims are discriminated against

8. What steps can be taken for the development/improvement of education of Muslims in Assam?
(a) 
(b) 
(c) 
(d) 
(e) 
(f) 
(g) 
(h)
13. Muslims of Assam are far backward compared to their Hindu brothers in Education. What steps can be taken to bridge the gap?
(a) ____________________________
(b) ____________________________
(c) ____________________________
(d) ____________________________

14. In comparison to Rural Muslim Population, how much advanced are the Urban Muslims?
(a) 10% ______ (b) 20% ______ (c) 30% ______
(d) 40% ______ (e) 50% ______ (f) 60% ______
(g) 70% ______ (h) 80% ______ (i) 90% ______
(j) 100% ______

15. State the advantages of 'Char Development Board' of Assam?
(a) ____________________________
(b) ____________________________
(c) ____________________________
(d) ____________________________

16. What special steps can be taken for speedy development of education of the 'Char' (Island) Muslims of Assam?
(a) ____________________________
(b) ____________________________
(c) ____________________________
(d) ____________________________

17. State reasons of greater backwardness of Muslim Girls as compared to Muslim boys in education:
(a) ____________________________
(b) ____________________________
(c) ____________________________
(d) ____________________________

18. What special suggestions can be made for quicker development of education of Muslim girls/women in the State?
(a) ____________________________
(b) ____________________________
(c) ____________________________
(d) ____________________________
APPENDIX - 2 OPINIONNAIRE

Give your opinions on the following statements:

1. Upto the Muslim rule, Muslims of Assam were themselves indifferent towards education, because most of them were captives and suffering from complexes:
   Ans:

2. Prior to Independence, Muslims of Assam were mostly occupied with settlement and Establishment rather than interested in education:
   Ans:

3. Adverse effects of partition and the riots of 1950 proved to be a setback for the education of Muslims in Assam:
   Ans:

4. Unconditional acceptance of Assamese language, as the medium of instruction by Assames Muslims (Bengali origin) since 1951, proved to be/became one of the main causes of their educational backwardness:
   Ans:

5. During 1962-65 approximately half of the total population of Muslims in Assam was badly affected by the 'Pakistan'i Detection Policy of the Indian Government'. As they were under anxiety and tension, this led to their different attitude toward school and learning:
   Ans:

6. Some recent disturbances of Assam as foreigner's movement, Bodoland movement and Karbi movement of Assam have also caused set back for education of Muslims in some specific areas of Assam:
   Ans:
7. Why most of the Muslim parents/guardians do not send their children to the schools/collages?
   Ans:

8. Why a large number of Muslim students in Assam after completion of primary education do not go on to secondary school?
   Ans:

9. More than 70% Muslims in Assam are below poverty line. What are the main causes for this?
   Ans:

10. The state government is not considerate and sympathetic towards educational development of Muslims in Assam:
    Ans:

11. Some traditional and cultural restrictions of Muslims are also responsible for the slow development of education of girls/women in the State:
    Ans:

12. In Assam lack of Government jobs/opportunities for the Muslims directly and adversely influence the desire of parents/guardians for sending their children to school:
    Ans:

13. Like British rulers, indifferent policy of Central as well as state government is partly responsible for the slow development of education among Muslims of the State:
    Ans:

14. Illustrate Muslims of Assam are being used by politicians to further their political goals and misguide them. Education will increase their awareness and they will be able to understand the situation better:
    Ans:
Recommendations of the Hunter Education Commission of 1882 regarding Muslims in India:

1. That the special encouragement of Mohammedan Education be regarded as a legitimate charge on Local, Municipal and Provincial Funds.

2. That indigenous Mohammedan Schools be liberally encouraged to add purely secular subjects to their courses of Instruction.

3. That special standards for Mohammedan Primary Schools be prescribed.

4. That Hindustani be the principal medium for imparting instruction to Mohammedan Primary and middle schools, except in localities where the Mohammedan Community desires that some other language be adopted.

5. That the Official Vernacular in places where it is not Hindustani be added as a voluntary subject to the curriculum of Primary and Middle Schools for Mohammedans.

6. That in localities where Mohammedans form a fair proportion of the population, provision be made in middle and high schools maintained from the Public funds, for imparting instruction in the Hindustani and Persian Languages.

7. That in all classes of schools maintained from public funds a certain proportion of free-studentship be expressly reserved for Mohammedan students.

   a) In primary schools and tenable in middle schools,
   b) in middle schools and tenable in high schools,
   c) On the result of the Matriculation and first Arts Examinations and tenable in colleges.
That in places where education endowments for the benefit of Mohammedans exist and are under the management of Government, the funds arising from such endowments be devoted to the advancement of education among Mohammedans exclusively.

That where Mohammedan endowments exist and are under the management of Private individuals or bodies, inducement by liberal Grants-in-Aid be offered to them to establish English teaching Schools or Colleges on the Grant-in-Aid system.

That where necessary Normal Schools or classes for the training of Mohammedan teachers be established.

That wherever instruction is given in Mohammedan Schools through the medium of Hindustani endeavours be made to secure, as far as possible, Mohammedan teachers to give such instruction.

That associations for the Promotion of Mohammedan education be recognised and encouraged.

The Mohammedan Officers be employed more largely than hitherto for the Inspection of Primary Schools for Mohammedans.

That in the Annual Reports on Public Instruction, a special section be devoted to Mohammedan Education.

That the attention of Local Governments be invited to the question of the proportion in which patronage is distributed among educated Mohammedans and others.

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**APPENDIX - 4**

H₀ : There is no difference of literacy rate between Muslim Villages surveyed at Morigaon district and state (Assam) levels.

H₁ : There is significant difference of literacy rate between Muslim Villages surveyed at Morigaon district and state (Assam) levels.

Our test Statistic is:

\[ Z = \frac{X - np}{\sqrt{npq}} \]

Where

- \( n \) : size of the sample = 8528
- \( p \) : Proportion of the population census = \( \frac{53,42}{100} = .5342 \)
- \( q \) : 1-\( p \) = 1- .5342 = .4658
- \( x \) : no. of cases observed in sample (of size \( n \)) = 1791.

Now, \( Z_{\text{cal}} = \frac{|1791-8528 x .5342|}{\sqrt{8528 x .5342 x .4658}} \]

\[ \approx \frac{3598.91}{46.07} \]

\[ = 78.12 \]

\( Z_{\text{tab}} = 1.96 \) (at 5% level of significance)

Result: \( Z_{\text{cal}} \geq Z_{\text{tab}} \)

So the \( H₀ \) is rejected and \( H₁ \) is accepted.

The difference is highly significant.
H₀: There is no difference of enrolment rate in the classes 1 - V between Muslim villages surveyed at Morigaon district and National levels.

H₁: There is significant difference of enrolment rate in the classes 1-V between Muslim villages surveyed at Morigaon district and National levels.

Our test statistic is:

\[ Z = \frac{X - np}{\sqrt{npq}} \]

Where

- \( n \): size of the sample = 1898
- \( p \): proportion of the enrolment census = \( \frac{97.86}{100} = .9786 \)
- \( q \): \( 1-p = 1-.9786 = .214 \)
- \( X \): No. of cases observed in sample (of size n) = 393

Now, \( Z_{cal} = \frac{|393-1898 \times .9786|}{\sqrt{1898 \times .9786 \times .214}} = \frac{1472.79}{397.479} = 3.73 \)

\( Z_{tab} = 1.96 \) (at 5% level of significance)

Result: \( Z_{cal} > Z_{tab} \).

So the \( H₀ \) is rejected and \( H₁ \) is accepted.

The difference is highly significant.
(x)

APPENDIX - 6

$H_0$ : There is no difference of enrolment rate in the classes VI - VIII between Muslim villages surveyed at Morigaon district and National levels.

$H_1$ : There is significant difference of enrolment rate in the classes VI - VIII between Muslim villages surveyed at Morigaon district and National levels.

Our test statistic is:

$$Z = \frac{X-np}{\sqrt{npq}}$$

Where $n$: size of the sample = 897
$p$: Proportion of the enrolment census = \( \frac{55.14}{100} = .5514 \)
$q$: $1-p = 1-.5514 = .4486$.
$x$: No. of cases observed in sample (of size $n$) = 142

Now, $Z_{cal} = \frac{|142-897 \times .5514|}{\sqrt{897 \times .5514 \times .4486}}$

$$= \frac{|-416.307|}{\sqrt{221.8801}}$$

$$= \frac{416.31}{14.90}$$

$$= 27.94$$

$Z_{tab} = 1.96$ (at 5% level of significance).

Result = $Z_{cal} \nleftrightarrow Z_{tab}$.

So the $H_0$ is rejected and $H_1$ is accepted.

The difference is highly significant.
There is no difference of enrolment rate in the classes IX - XII between Muslim villages surveyed at Morigaon district and National levels.

There is significant difference of enrolment rate in the classes IX - XII between Muslim villages surveyed at Morigaon district and National levels.

Our test statistic is:

\[ Z = \frac{X - np}{\sqrt{npq}} \]

Where
- \( n \): size of the sample = 1014
- \( p \): proportion of the enrolment census = \( \frac{2350}{100} = .2350 \)
- \( q \): \( 1-p = 1-.2350 = .7650 \)
- \( X \): No. of cases observed in sample (of size of \( n \)) = 119

Now,
\[ Z_{\text{cal}} = \frac{|119-1014 \times .2350|}{\sqrt{1014 \times .2350 \times .7650}} \]
\[ = \frac{|-210.325|}{\sqrt{182.2918}} \]
\[ = \frac{210.33}{13.50} \]
\[ = 15.58 \]

\( Z_{\text{tab}} = 1.96 \) (at 5% level of significance)

Result = \( Z_{\text{cal}} \gg Z_{\text{tab}} \)

So the \( H_0 \) is rejected and \( H_1 \) is accepted.

The difference is highly significant.
H₀ : There is no difference of enrolment rate in the University classes, between Muslim villages surveyed at Morigaon district and National levels.

H₁ : There is significant difference of enrolment rate in the University classes, between Muslim villages surveyed at Morigaon district and National levels.

Our test statistic is:

\[ Z = \frac{X - np}{\sqrt{npq}} \]

Where \( n \) : size of the sample = 1066.

\( p \) : proportion of the enrolment census = \( \frac{610}{100} = .610 \)

\( q \) : \( 1-p = 1-.610 = .380 \)

Now \( Z_{\text{cal}} = \frac{|49-1066 \times .610|}{\sqrt{1066 \times .610 \times .380}} \)

\[ = \frac{|-620.37|}{\sqrt{247.098}} \]

\[ = \frac{620.37}{15.72} \]

\[ = 39.46 \]

\( Z_{\text{tab}} = 1.96 \) (at 5% level of significance)

Result = \( Z_{\text{cal}} \gg Z_{\text{tab}} \)

So the \( H₀ \) is rejected and \( H₁ \) is accepted.

The difference is highly significant.
### APPENDIX - 10

#### PRONOVA

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<th>DIFFERENT CLASSES</th>
<th>HINDUS</th>
<th>MUSLIM</th>
<th>CHRISTIAN</th>
<th>OTHERS</th>
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