CHAPTER I

INTRODUCTION
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1.1 MINORITIES EDUCATION

1.1.1 PRESENT SITUATION

Articles 29 and 30 of the Constitution of India guarantee the rights of minorities to conserve the language, script, and culture and to establish and administer educational institutions of their choice whether based on religion or language. So far as minorities are concerned, the following constitutional guarantees have been provided, which are in addition to Articles relating to Fundamental Rights in Part III of the Constitution.

(i) Article 29. Protection of interests of minorities.

29(1) Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.

29(2) No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on
grounds only of religion, race, caste, language or any of them.

(i1) Article 30. Right of Minorities to establish and administer educational institutions.

30(1) All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.

30(1A) In making any law providing for the compulsory acquisition of any property of an educational institution established and administered by minority, referred to in clause (1), the State shall ensure that the amount fixed by or determined under such law for the acquisition of such property is such as would not restrict or abrogate the right guaranteed under that clause.

30(2) The State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of minority, whether based on religion or language.
(iii) Article 350A. Facilities for instruction in mother tongue at primary stage.

It shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups; and the President may issue such directions to any State as he considers necessary or proper for securing the provision of such facilities.

The implementation of the above guarantees has been uneven although the various Conferences of Education Ministers, Government of India Memorandum of 1956 as also the Statement on Languages in 1958 etc. have been laying emphasis on the special treatment to linguistic minorities. Efforts should be made to safeguard these constitutional guarantees more vigorously.

According to 1981 Census, the religious minorities constitute about 17.4% of the population of which Muslims are 11.4%, Christians 2.4%, Sikhs 2%, Buddhists 0.7% and Jains 0.5%. The High Power Panel on minorities, SC/ST and other weaker sections, appointed by Ministry
Home Affairs and headed by Dr. Gopal Singh has identified Muslims and Neo-Buddhists as educationally backward at national level. Subsequently, the Government have extended to neo-Buddhists all the benefits which are available to Scheduled Castes. The State Governments may identify other groups which are educationally backward at the State level. Special efforts need to be taken to bring the educationally backward minorities on par with the rest of the society and to make them participate fully in the national developmental activities. The census data of 1991 in respect of minorities is not yet available.

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

1.1.2 15-POINT PROGRAMME FOR THE WELFARE OF MINORITIES

Former Prime Minister Smt. Indira Gandhi issued a 15-Point Directive on welfare of minorities to the Central and State Governments in May, 1933. Point Nos. 11 and 12 concern education of minorities.

Point No. 11: In many areas recruitment is done through competitive examinations. Often minority groups are handicapped in taking advantage of the educational system to compete on equal terms in such examinations. To help them to overcome these handicaps, steps should be taken to encourage the starting of coaching classes in minority educational institutions to train persons to compete successfully in these examinations.

Point No. 12: The acquisition of technical skills by those minorities who are today lagging behind would also help in national
development. Arrangements should be made to set up ITIs and Polytechnics by Government or private agencies in predominantly minority areas to encourage admission in such institutions of adequate number of persons belonging to these areas.

1.1.3 ON-GOING PROGRAMME FOR MINORITIES' EDUCATION

1.1.3.1 Scheme of Coaching Classes for Competitive Examinations

The University Grants Commission introduced a Coaching Scheme in 1994 to prepare students belonging to educationally-backward minorities to enable them to compete in various competitive examinations for recruitment in services and for admission to professional courses including Engineering, Medical etc.

The U.G.C. is currently implementing the scheme in 20 Universities and 33 colleges. Besides these, two Regional Resource Centres, one each at Calicut and Aligarh Muslim University have been set up with the objective of preparing teaching and learning materials and also for conducting orientation programmes for the functionaries of the Coaching Centres. So far, during the period 1994-90, 24,000 candidates have availed of the
facility of Coaching Classes. UGC has incurred a total expenditure of Rs. 140.00 lakhs on the implementation of the scheme. The number of successful candidates is approximately 1,900.

A Standing Committee of UGC reviewed the scheme and on the basis of its recommendations, the scheme was revised in 1983. The standing Committee has been making periodic visits to the centres and has suggested further changes to improve the quality of the scheme. UGC has accepted to carry out these changes. This needs to be pursued.

Ministry of Welfare had launched during 1990-91, a scheme of pre-examination coaching/training to prepare candidates belonging to educationally and economically backward minority communities for various competitive examinations/professional courses/entrance examinations through reputed minority voluntary organisations. 36-Pre-examination coaching/training centres were sanctioned till March, 1991.

The Planning Commission has agreed to include a scheme of pre-examination coaching for weaker sections based on economic criteria under the 8th Five Year Plan. The modalities are being worked out by the Ministry of Welfare.
1.1.3.2 Community Polytechnic in Minority Concentration Areas

The scheme of Community Polytechnics was initiated in 1973-79 with a view to ensuring for the rural society a fair share of benefits from the investments in technical education system. The major areas of activities of Community Polytechnics are socio-economic surveys, training programmes for providing skills to unemployed persons for self/wage employment, organising technical services in villages etc.

As a part of implementation of the 15 Point Programme, ten polytechnics were selected during 1984-85 in minority concentration areas for upgrading them as community polytechnics. At present all the 41 minority concentration districts listed in POA-1996 have been covered by Community Polytechnics or their Extension Centres.

1.1.3.3 Training Programmes for principals/managers/teachers in minority managed schools

NCERT has been organising seminars and training programmes for principals/teachers of minority managed schools. The programmes include seminar cum workshop for principals and managers and training programmes for teachers from minority managed institutions in subject areas of English, Science, Mathematics, Vocationalisation
of education and Educational Evaluation. Such training programmes are also being organised by the Regional Resource Centres. About 1400 Principals and teachers have been trained so far.

1.1.3.4 Guidelines for recognition of Minority Managed Institution

The Union Department of Education have prepared policy norms and principles for recognition of educational institutions as minority managed institutions and these have been circulated to State Governments for enabling them to prepare detailed guidelines in the matter. However, the response from State Governments has not been encouraging. These guidelines need to be vigorously pursued and effectively monitored.

1.1.3.5 Review of Text-Books from the Stand-Point of National Integration

The programme of review of text books from the point of view of providing communal harmony, secularism and national integration is being implemented jointly by the NCERT and State Governments. NCERT takes up review of Text-Books of State Governments on sample basis. A Steering Committee has been set up at national level to make this programme a regular feature. A meeting
of the National Steering Committee was organised at
International Institute of Dravidian Linguistics,
Trivandram (Kerala) on 19-20 April, 1991 to consider the
report of the work done and formulate its recommendations.
A workshop to evaluate History and Language text-book
of West Bengal, Assam, Manipur and Tripura was held at
North Bengal University from 13th to 16th March, 1992.

1.1.3.6 Programmes Identified for State Governments

The Programme of Action 1985 listed a number of
other programmes to be taken up by the State Governments
for the upliftment of educationally backward minorities.
However, most of them have not been taken up because of
paucity of funds.

1.1.3.7 Monitoring

A quarterly monitoring report on action taken
on programmes envisaged under POA is submitted to Ministry
of Welfare. The quarterly report however, are not
regularly submitted by the State Governments.

1.1.4 REVISIONS SUGGESTED IN THE EXISTING PROGRAMME OF
ACTION (POA)/STRATEGIES OF IMPLEMENTATION

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

Suitable Centrally Sponsored/Central Schemes should be formulated in the 8th Five Year Plan for implementing the strategies for the development of educationally backward minorities. (Action: Department of Education, Ministry of HRD and Planning Commission).

A revised list of minority concentration districts and blocks/Tehsils should be prepared by the Ministry of Welfare taking into account all relevant facts.

Schemes for the development of the Minorities should be designed for such districts and tehsils/blocks (Action: Ministry of Welfare, Department of Education, Ministry of Human Resource Development).

Non Formal Education equivalent to primary schooling to be adequately provided in areas of concentration of educationally backward minorities. The Scheme of Non Formal Education needs to be reviewed and strengthened accordingly. This is necessary to reduce the drop out rate. (Action: Deptt. of Education—Centre and States/UTs).
A time-bound crash programme of school improvement with an in-built mechanism for covering minority concentration areas with the on-going programmes of Operation Blackboard, Non-formal Education and District Institute of Education and Training to be implemented on priority basis (Action: Deptt. of Education-Centre and States/UTs.)

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

In the higher education sector, educational trusts foundations and non-Governmental organisations to be supported and strengthened to cater to the educational needs of educationally backward minorities (Action: UGC/State Govts./UTs.).

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

The safeguards guaranteed in the Constitution to linguistic and religious minorities in respect of education at the primary and secondary stages to be effectively implemented. (Action: Deptt. of Education—Centre and States/UTs.).

A centrally sponsored/central scheme to be launched in areas of minority concentration to ensure the availability of Urdu knowing teachers in schools. Facilities for instruction through the medium of Urdu at the primary stage to be implemented effectively. Where the situation warrants on the basis of existing formula, the Urdu medium sections to be opened in the existing secondary schools. Urdu knowing teachers to be appointed for students offering Urdu as a medium. The number of the students belonging to educationally backward minority should be the criterion for the appointment of Urdu teachers in each class/school and also for starting Urdu medium schools in each class/school and also for starting
Urdu medium schools and Urdu as subject at different classes in existing schools. State Governments shall ensure that Urdu Textbooks are made available to the school students on time along with textbooks in English/Hindi. (Action: Dep't. of Education-Centre and States/UTs.).

A Centrally sponsored/Central scheme for the introduction of Science, Mathematics, English and Hindi etc. in traditional institutions to be formulated by the Department of Education and to be adopted by such institutions purely on voluntary basis (Action: Dep't. of Education, Ministry of HRD).

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

Educational programmes with a vocational bias to be introduced in the educational institutions in areas of concentration of educationally backward minorities on a priority basis. Training programme in crafts in which there are inherited skills among educationally backward minorities to be organised through craft training institutes. Efforts to be made to locate such craft
training institutes in areas of concentration of educationally backward minorities. Where these institutes are available, in such areas, they are to be upgraded on a selective basis as advanced craft training centres so that the inherited skills of the educationally backward minorities become more productive. Artisans' children to be given preference in admissions in ITIs. (Action: Ministries of Health, Labour, Textiles and State Govts.).

The coaching scheme of UGC to be revamped and expanded to cover more minority concentration areas. Wherever necessary new coaching centres to be opened not only in these areas but also in non-minority concentration districts for remedial and enrichment coaching, where suitable target group and facilities are available in colleges and Universities. The existing scheme of the Ministry of Welfare for providing pre-examination coaching for minorities through reputed voluntary organisations to be strengthened and extended to provide remedial coaching, the Ministry of Welfare will have to take into consideration the involvement of non-Governmental organisations known for their interest in educational development of minorities. UGC will be exploring possibilities for adopting their scheme for coaching through reputed private institutions for recruitment to the public services. (Action:}
A centrally Sponsored/Central Scheme for appointment of language teachers, funded by Government of India will be launched in the Eighth Five Year Plan. (Action: Ministry of HRD and Planning Commission).

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

Voluntary Organisations, Federations and Associations of Minority-managed institutions to be encouraged and actively associated with the functioning of minorities education. (Action: State Govts./UTs.).

Special monitoring machinery must be set up both at the centre and States. The Monitoring Committees should be headed by eminent public persons and have representatives of the community, Voluntary Agencies and the concerned Govt. agencies. (Action: Deptt. of Education-Centre and States/UTs.).
Scheme for Scholarships for weaker sections on merit-cum-means basis, with in-built system of placement in good institutions; fee exemption/fee concession for artisans and other weaker sections; such help could be routed through Voluntary Societies of all India repute. (Action: Deptt. of Education, Ministry of HRD; Ministry of welfare; States/UTs.).

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

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

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

Voluntary Organisations should be encouraged to set up ITIs in areas of concentration of educationally backward minorities. Where required, suitable funds should be provided (Action: Ministry of Labour, States/UTs.).
1.1.5 PHASING OF TARGET, STRATEGIES ENVISAGED AND PRIORITY MEASURES

1.1.5.1 Short term measures include

1) Imparting of Technical skills through the 41 Community Polytechnics set up in the areas of predominant minority concentration. There are many areas in which Community Polytechnic programmes have not borne the desired result. Corrective measures need to be taken and vigorously implemented. Due publicity and incentives, should be provided. (Action: Deptt. of Education-Centre/States.)

ii) University Grant Commission's Scheme of giving assistance to Universities/colleges for coaching classes for students belonging to educationally Backward minorities to be revamped and expended to cover more minority concentration areas. Wherever necessary, new coaching centres to be opened including in non-minority concentration areas. (Action: UGC).

iii) Programme of Evaluation of text-books from the standpoint of national integration undertaken by NCERT and State Governments to be taken up more systematically for speedy and effective implementation of this programme. (Action: NCERT/SCERTs).
(iv) Orientation programmes for principal/managers and training programmes for teachers of minority educational institutions taken up by NCERT/NIEPA to be intensified (Action: NCERT/NIEPA).

v) A crash programme of School Improvement consisting of Elementary Education, Non-Formal Education and Adult Education to be implemented on priority basis in minority concentration areas. (Action: Deptt. of Education, M/O HRD).

vi) The scheme of Resource Centres will be extended for providing training and guidance to minority educational institutions situated near these centres (Action: NCERT, U.G.C.).

viii) A proper monitoring machinery must be set up at the Centre and State. The Monitoring Committees should be constituted under the Chairmanship of eminent publicmen of the community and well-versed with the problems of minorities. The Committee at the centre should have all India representation. It should include eminent persons of the community, officers from Education Department and the Ministry of Welfare of the rank of Joint Secretary, Members of Parliament, Vice-Chancellors, representatives of voluntary organizations of repute and a representative
from Anjuman Taraqqi-Urdu-i-Hind. The State Committee will submit quarterly reports to the Central Monitoring Committee. Monitoring proforma for the purpose will be carefully designed. State Governments should be requested to form such committees in their respective States on the same pattern with immediate effect. They may also be requested to form District Committees. (Action: Deptt.
of Education-Centre and States).

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

ix) There are complaints of standards of education being lowered down in some institutions run by educationally backward minorities. Similarly there are many allegations regarding appointment of teachers and admissions in engineering, medical and other professional colleges. There are also complaints about the general management of institutions at all levels from primary schools to universities.

It is the crying need of the hour that an awakening should be created among the Muslims themselves to run and manage their institutions with academic excellence on the lines of the Institute of Mass Communication, Jamia Millia Islamia. To achieve this, Government of
India should extend generous financial grant to such institutions and also provide total protection to Minority Institutions under Article 29 & 30 of the Constitution. The monitoring committees at State and Central level should be charged with the task of ensuring improvement of standards in minority managed institutions. (Action: Deptt. of Education; Ministry of HMD, Ministry of Welfare States/UTs).

x) Women's Community Polytechnics should be set up in minority concentration areas on priority basis. (Action: Deptt. of Education—Centre and States/UTs).

Implementation of Guidelines for Recognition of Minority managed educational institutions:


(b) Effective monitoring arrangements should be made to see the proper implementation of the guidelines. (Action Deptt. of Education, Central/State Governments).
(c) State Governments should fix a time limit for processing applications for recognition. There should be a maximum period of three months fixed for disposal from the date of receipt of application. (Action: States/UTs).

(d) The State Governments may grant automatic recognition to schools of minorities up to Class V. (Action: States/UTs).

xii) Special attention should be paid to the minority concentration areas in locating schools so that minority children have access in matters of admission. The Ministry of welfare will prepare a revised list of minority concentration Blocks/Tehsils (Action: Ministry of Welfare, Deptt. of Education-Centre and States/UTs).

xiii) Urdu teachers should be appointed in all the Kendriya Vidyalayas and Navodaya Vidyalayas located in minority concentration areas and arrangement for teaching Urdu as a subject should also be made in these schools with immediate effect (Action: Deptt. of Education, Ministry of HRD).

xiv) The number of students belonging to educationally
backward minority shall determine the appointment of Urdu teachers and teaching of Urdu as a subject and also for establishment of Urdu medium schools. (Action: State Governments).

(xv) In the schemes of Operation Blackboard, Adult Education and Non-formal Education and other such schemes where Urdu has been neglected so far should be given due importance and Urdu teachers/instructors should be appointed in schools in minority concentration areas and arrangement for Urdu facility should be made with immediate effect. (Action: Deptt. of Education, Ministry of HRD).

1.1.5.2 Medium term measures include:


(ii) (a) Centrally Sponsored/Central Scheme of Modernisation of Madrasa Education by the introduction of Science, Mathematics and
English/Hindi in traditional Madrasas and Maktabs on Voluntary basis. (Action: Deptt. of Education, Ministry of HRD).

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

Central sponsored/Central Scheme of Appointment of Urdu teachers in the States where Urdu is spoken by a substantial number of people with a view to a more effective implementation of the Three-language Formula as envisaged in the 1963 Policy, NPE-1986 and Revised NPE-1992. (Action: Deptt. of Education, Ministry of HRD).

A Central sponsored/Central Scheme of Language teachers, funded by the Government of India for more effective implementation of the safeguards guaranteed under the Constitution to linguistic minorities. (Action: Deptt. of Education, Ministry of HRD).
(v) Complaints have been received that NCERT Urdu text books are not easily available at all or if available are not available on time. A time bound schedule should be prepared for publication and timely availability of Urdu text books along with those of Hindi and English. The Bureau for Promotion of Urdu should be directed to publish text books for primary and secondary classes on priority basis in addition to the text books being published by NCERT. For this purpose special funds should be provided to BPU. (Action: Deptt. of Education, Ministry of HRD).

(vi) An Urdu Open University may be established with a view to cater to the needs of the Urdu speaking people. (Action : UGC).

(vii) All programmes of Minorities Education should be given wide publicity through radio, TV and Newspapers in regional and minority languages in order that the programmes launched by the Government really reach the beneficiaries. (Action : Ministry of I & B).

(viii) NCERT should bring out Urdu text books along with those of Hindi and English. The Bureau for
Promotion of Urdu should be directed to publish text-books for primary and secondary classes on top-priority basis (Action: Deptt. of Education, Ministry of HRD).

(ix) There is a large concentration of minorities in urban slums. A Centrally sponsored/Central Scheme be devised to cater to their educational, Health and nutritional needs. Special infrastructure should be provided for implementing schemes of Operation Blackboard, Adult Education, Non-Formal Education etc. (Action: Deptt. of Education, Ministry of Urban Development).

(x) It should be ensured that the constitutional rights of the minorities in respect of opening and administration of institutions, admissions etc. are fully protected to uphold the cherished ideals of Constitution as defined in Articles 29, 30, and 350-A. (Action: Ministries of HRD, Welfare and Home Affairs, States/TJs).

(xi) Where the situation warrants Urdu medium sections may be opened in the existing secondary schools. Urdu knowing teachers should be appointed in anticipation of students offering Urdu as a medium.
This will give the Urdu speaking students an opportunity to mix freely in the schools with students whose mother tongue is not Urdu and will promote national integration. However, new Urdu medium secondary/higher secondary schools should be opened in areas of concentration of educationally backward minorities in special circumstances. In such Urdu medium schools also there should be provision for parallel sections with regional language as a medium (Action: States/UTs.).

(xii) The Central/State Governments should release grants to minority institutions on a quarterly basis in the interest of work and efficiency. (Action: Central and State Governments/UTs.).

(xiii) A suitable incentive scheme to be devised to encourage States achieving the targets in respect of Minorities Education. (Action: Deptt. of Education, Ministry of HRD).

(xiv) In areas where there is concentration of the educationally backward minorities, girls hostels to be constructed in schools and
colleges on a priority basis (Deptt. of Education Centre/States, M/O Welfare and U.O.C.).

(xv) Voluntary Organisations would be encouraged to set up ITIs in minority concentration areas. Where necessary suitable funding would be provided. (Action: Ministry of Labour, States/UTs.).

1.1.5.3 Long Term Programmes include:

(a) Early Childhood Care and Education Centres:

Early Childhood Education Centres will be set up in Primary Schools in areas pre-dominantly inhabited by educationally backward minorities. Socially Useful Productive Work (SUPW) should also be introduced in such schools. The Department of Education, Ministry of Human Resource Development should prepare a scheme of assistance to State Governments in this regard. However, the State Governments will be encouraged to start their own programmes in ECCE. (Action: Deptt. of Education, Ministry of HRD).

(b) Primary Education:

(i) Institutional system for compilation of statistical information required by Commissioner for Linguistic minorities regarding educational facilities (Action: State Govts./UTs.).
(ii) Eliminating delay in sanctioning of linguistic minority teachers' posts and appointment of teachers by delegation of powers to District Collectors (Action: State Govts. U/Ts.).

(iii) Survey on availability of text books in minority languages and setting up of printing facilities in minority languages (Action: State Govts./UTs.).

(iv) Survey on availability of teacher training facilities for teachers in minority languages and measures to enhance such capacity wherever necessary. (Action: State Govts./UTs.).

(v) Efforts will be made to utilise 15% of the curricular time for training in local crafts/trades and to arrange evening classes for children of artisans/agricultural labourers (Action: State Govts./UTs.).

(c) Middle and Higher Secondary Education:

(i) A scheme for in-service training from minority institution teachers in Science, Mathematics, Social Sciences, English and Career guidance, through SCERT and other resource centres and
State career guidance institutions. At present the NCERT has a scheme for such courses. The proposal is to extend this activity through SCERTs and other above mentioned institutions. (Action: State Govts./UTs.).

(ii) A scheme for Orientation Courses for Managers and Principals of minorities institutions in modern educational techniques by SCERT. This is being done by NCERT at present on a small scale. There is need to increase the coverage. (Action: State Govts./UTs.).

(iii) Scheme of appointment of regional language teachers in minority institutions for national integration and for implementation of the Three Language Formula. (Action: State Govts./UTs.).

(iv) A scheme of remedial coaching in minority managed educational institutions. This scheme should also provide for enrichment classes for better students. (Action: State Govts./UTs.).

(v) Minority managed educational institutions will be given fair representation in the scheme for computer literacy in school education (Action: State Govts./UTs.).
(d) Higher Education

In the higher education sector, educational trusts, foundations and non-Governmental organisations to be supported and strengthened to cater to the educational needs of educationally backward minorities. (Action: Deptt. of Education Centre and States/UTs., Ministry of Welfare and State Welfare Departments).

(e) Vocational and Technical Education

Provision of vocational courses in higher secondary schools specially catering to educationally backward minorities (Action: State Govts./UTs.).

Ensuring that in all the programmes on technical and vocational education included in the policy, minority run institutions derive full benefit. (Action: State Govts./UTS.).

Setting up Crafts Training Institutes in identified minority artisan concentration blocks, with 80% seats for artisans' children. Where these institutions are available they are to be upgraded on selective basis as Advanced Craft Training Centres. Artisans children
should be given preference in admission to ITI's (Action: Ministries of Labour and Textiles, (Action: State Govts./UTs.).

(f) Women's Education

(i) As the women literacy and the girls enrolment is lowest among educationally backward minorities, in the schemes of opening of girls schools, appointment of lady teachers, opening of girls, hostels and providing of incentives in the form of mid-day meals, uniforms etc. Minorities needs should be fully met. (Action State Govts./UTs.).

(ii) A Production-cum-Training Centre for crafts exclusively for girls preferably with women instructors to the extent possible in each of the identified minority concentration districts. (Action: State Govts./UTs.).

(g) Voluntary Effort in Adult Education & Early Childhood Education

Orientation Courses for professionals from minority communities to motivate voluntary effort; attaching one centre to all minority institutions to create awareness of these schemes and to train supervisors for multiplier effect. (Action: State Govts./UTs.).
(h) **Libraries Reading Rooms and Extension Work**

Scheme for encouraging setting up of libraries, reading rooms etc. in minority areas; projects for educational extension work in a few blocks on an experimental basis (Action: State Govts./UTs).

(i) **Scheme for Scholarships**

Scheme for scholarships for weaker sections on merit-cum-means basis, with in-built system of placement in good institutions; fee exemption/fee concession for artisans' children and other weaker sections; such help could be routed through Voluntary Agencies of All India repute. (Action: Deptt. of Education-Centre/States, Ministry of Welfare).

1.1.1.6 **ORGANISATIONAL AND MANAGEMENT ISSUES**

(i) **Bench Mark Survey and Research Studies**

Arranging Bench mark Survey and periodical surveys to assess the increase in literacy and in educational attainments scheme for periodical research studies on various aspects to improve the effectiveness of remedial measures especially relative availability of schools in minority concentration areas (Action: State Governments/UTs.).
(ii) **Association of Educationally Backward Minorities with Boards of Education and other Advisory Bodies**

Educationally Backward minorities to be associated with various Education Boards and Advisory Committees at Central and State levels (Action: Deptt. of Education Central/State Governments).

(iii) **Monitoring Arrangements**

A Cell will be created in the Union Education Department and in the State Education Departments exclusively for monitoring implementation of programmes for educationally backward minorities.

(iv) **Review and Evaluation**

There shall be a departmental review and evaluation by an outside agency of all minority education programmes every year.

1.2 **RATIONALE OF THE PROBLEM**

Our country has accepted a democratic constitution, is pledged to new social order and has set before it the national goals suited to the needs and aspirations of our fast changing political, social and economic conditions. The rising generation has, therefore, to be
trained to implement our laudable objectives, great schemes and projects. Let this generation be helped to develop a coherent philosophy of life so that they may resist the temptations of being self-centred and egoists (Dongerkery, 1961).

For the proper functioning of democracy, the Government of India is bound to see that every individual whether belonging to minority community or non-minority community is equipped with the necessary knowledge, skill, aptitude, creative talent, wholesome personality and excellent value system to discharge his/her duties as a responsible and co-operative citizen as democracy warranted a balanced education in values, virtues, intellectual development and all round development of personality.

There had been an accentuation in recent years of certain undesirable tendencies of provincialism, regionalism and other group rivalaries and sectional differences. There is need to check such tendencies, if educational progress is to be well planned, divergent and conflicting policies are to be avoided.

To achieve this, there is need to pool the
knowledge and skill of the parents, teachers and authority about the children of different communities. If we want that children learn the art to fit themselves, to live with and for others, they have the spirit of belongingness, they feel that they have a part in the school and do not feel like slaves who have to walk the chalk line having no voice as to where the line should be drawn, then we have to be very conscious in providing the scholastic and non-scholastic activities to the children according to their individual differences according to their intellectual level, creativity level, personality characteristics and value system.

Since long, it has been observed that Harijans and caste Hindus differ in their socio-economic status and constitute two different classes in our society. Similarly, minority community (e.g. muslim and non-minority community, e.g. Hindus) also differ in their socio-economic status and therefore, considering their socio-economic conditions i.e. social class, it seems logical to expect that both the groups would differ in their level of intelligence and creative talent.

Similarly, adolescents of minority group may have a distinct personality behaviour and values pattern
due to their different social and political set up. The adolescents of minority communities have to meet manifold challenges in their day to day life i.e. socio-psychological adjustment, economic disabilities, political provision and educational problems.

Here lies the need to explore the field of creativity, personality and values pattern to identify and compare these variables of adolescents of minority and non-minority communities. The present study was proposed to verify the differences, if any, in intellectual ability, creativity, personality characteristics and values pattern of adolescents belonging to minority and non-minority communities. Moreover, it is still a neglected area and there are hardly any a few systematic studies which contribute something from psychological point of view.

1.3 STATEMENT OF THE PROBLEM

Today the aim of education is to develop all round and harmonious development of the personality of the child right from their schooling. There are various factors which go with the development of personality of the child whether he/she belongs to minority group or
non-minority group. Some of these factors are intelligence, creativity, self concept, adjustment, values, cognitive styles and personality characteristics. The present study has tried to find the answer whether children belonging from minority and non-minority groups differ from each other in matter of intellectual ability, creativity level, personality characteristics and value patterns. Hence, the present study is stated as:

"A Study of Intelligence Creativity Personality Characteristics and Values Pattern of Adolescents from Minority And Non-Minority Communities".

1.4 OBJECTIVES OF THE STUDY

The present study was conducted on the basis of following objectives:

1. To see and compare the intellectual ability of adolescents belonging to minority and non-minority communities.

2. To see and compare the creativity level of adolescents belonging to minority and non-minority communities.
3. To see and compare the values pattern of adolescents belonging to minority and non-minority communities.

4. To see and compare the personality characteristics of adolescents belonging to minority and non-minority communities.

1.5 DELIMITATIONS OF THE STUDY:

1. The present study was limited to a sample of 420 adolescents both males and females (150 adolescents from minority group and 270 adolescents from non-minority group).

2. The present study was delimited to seven districts of Punjab and also Union Territory of Chandigarh (Capital of Punjab).

3. The present study was conducted on Xth Class children studying in private/government aided and Govt. Senior Secondary Schools.

1.6 OPERATIONAL DEFINITION OF THE TERMS USED:

1. **Intelligence**: Intelligence is the general adaptability to the new problems and conditions of life, as explained by Stern (1914). Operationally, intelligence
is defined as, "the ability to deal with numbers, analogies, opposite and synonyms, to make categories and to draw inferences". Its measurement (verbal) is the total score on Group Test of General Mental Ability (Jalota, 1967).

2. Creativity: Creativity has been operationally defined as "the process of sensing gaps or disturbing, missing elements, forming ideas or hypotheses" (Torrance, 1966). Its measure is the total scores of fluency, flexibility and originality as measured Creative Activities Check-list (Torrance, 1962).

3. Value: "Values are the integral part of personal philosophy of life by which we generally mean the system of values by which we live (Lahner and Kube, 1964). This philosophy of life includes our aims, ideas and manners of thinking, the principle by which we guide our behaviour and conduct our affairs. In values moral and materials questions are asked. Operationally, values are defined as theoretical, economic, aesthetic, social and political values and its measures is the total scores on Study of Values by Allport-Vernon and Lindzey Scale (Indian adaptation by Kulshrestha, 1970).
4. **Personality**: Personality is the prediction of what a person will do in a given situation and is concerned with all the behaviour of individual both overt and under the skin. Its measure is the total score on Kapoor & Tripathi's 16 PF Questionnaire (1932).

5. **Minority and Non-Minority Communities**: Here minority community is defined as Muslim and other community, whereas non-minority community of Hindu community.

1.7 **NEED AND SIGNIFICANCE OF THE STUDY**:

Although one or two studies have been conducted by taking the sample of minority communities - e.g., what are the various problems faced by minorities communities in the matter of facilities, funds etc. in running educational institutions; what are the right duties and constitutional safeguards of these communities, yet no systematic study has been conducted in the field of personality by taking the minority communities into consideration. Since the country is passing through such a stage where national integration is the dire need of the day, therefore, the researcher found it worthwhile to take the present field for her research work.
By identifying the intellectual level, creativity level, personality traits and value preference of the children of minorities and non-minorities communities, the administrators, educationists, cocurricular framers will help the children which are lacking on these dimensions in developing these traits by way of organising academic and cocurricular activities according to the need of the child.

The study will be helpful in saving the future generation from narrow prejudices and strengthens in the attributes of patriotism, national pride and feeling of friendship.

Further, the study can prove beneficial to the parents, administrators, counsellors, teachers and social workers by giving them understanding to the extent to which they can change the environment and school programme to bring improvement in the intellectual level, creativity level, personality pattern and value system of the children.

Since the school-community relationship is a two way traffic, the present study will be helpful in
planning programme of interpreting the school to the community for the better growth and development of the child. Since creative, personality and value system are developed by doing and experiences, therefore, teachers and head of the institution will learn how to coordinate the various influences, efforts and abolish the barriers in the way for planning experiences by children, for children and of children.

Government and other similar agencies will also be benefitted by the results of this study and will come to know the need of spending money in proper way for the development of child.

1.8 PLAN OF CHAPTERS

The plan of the Research Report has been framed under six chapters. Chapter I gives the Introduction of the problem taken for the present study alongwith objectives of the study. Chapter II deals with the Theoretical View Points about the Predictors Selected in the present study. Chapter III deals with the Review of Related Literature. Chapter IV deals with the Method and Procedure employed in the collection of data and statistical techniques used. Chapter V describes the Analysis of Data,
Interpretation and Discussion of Results. Last Chapter i.e. Chapter VI deals with the Summary, Conclusions and Suggestions for Further Research based on the findings of present Research Report. Bibliography has been given at the end of the Research Report.