

**REPORT ON THE RESEARCH STUDY OF  
THE NON-FINANCIAL AND SUNDRY OTHER  
GRIEVANCES OF THE MINORITY MANAGED  
EDUCATIONAL INSTITUTIONS FUNCTIONING  
UNDER SOME SELECTED STATE/U.T.  
ADMINISTRATIONS**

**VOLUME-II**

*Sponsored by*

**The Minorities Commission,  
Ministry of Welfare,  
Government of India,  
Lok Nayak Bhavan, 5th Floor,  
Khan Market, New Delhi-110003**

*Conducted by*

**The Indian Institute of Public Administration  
Indraprastha Estate, Ring Road,  
New Delhi-110 002**

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AND  
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STATE/U.T. ADMINISTRATIONS  
IN INDIA

VOLUME - 2

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Prof. R.N. Thakur



VOLUME - 2

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### Terms Explained

#### (A) Grievance:

- i) The Black's Law Dictionary explains 'grievance' in the following words:

"In labour law, a complaint filed by an employee or by his or her union representative, regarding working conditions and for resolution of which there is procedural machinery provided in the Union Contract; an injury, injustice or wrong which gives ground for complaint because it is unjust, discriminatory and oppressive."

(Black's Law Dictionary, Sixth Edition, 1991, p.702).

- ii) The Oxford Dictionary explains grievance in the following words:

"The infliction of wrong or hardship on a person; injury, oppression; a cause or source of injury."

"The state or fact of being oppressed, injured, or distressed; trouble, distress; suffering, pain."

"Circumstance or state of things which is felt to be oppressive. In modern use, a wrong or hardship (real or supposed) which is considered a legitimate ground of complaint; something to complain of"

(The Oxford Dictionary, Vol.VI, 1989, pp.835-836).

- iii) In this study, 'grievance' has been explained in the following words:

'The grievances are the sum of accumulated strain resulting from certain stress situations ---'

#### (B) Minority:

##### Minority is explained in the following words:

'a group of people in a given society who, because of their distinct physical or cultural characteristics, find themselves in situations of inequality within that society'.

'a group which is perceived as such (minority) by other groups'.

'In India, minority has become a political term, with a political tinge---'

Minority, in this study, includes the religious minority, like, the Buddhists, the Christians, the Muslims, the Parsis, and the Sikhs.

## Foreword

I am glad to note that the financial and non-financial Grievances of the minority-managed educational institutions have been systematically and scientifically researched and documented in two separate volumes in this integrated study. The first volume is on the financial grievances of the minority managed educational institutions; and the second volume relates to the non-financial and sundry other grievances of these institutions.

Without hesitation I can say that within the given time limit and the acute limitation of resources, it is no easy task to make such a wide and extensive coverage of fifteen major states and union territories.

Apart from the two volumes of the research study, preparation of a comprehensive directory of the minority managed educational institutions, state-wise, type of institution-wise, and minority community-wise as a component part of this integrated research study, exhibits the stretch of imagination, and amount of strain on the mental and physical resources of the study group.

The grievances are the sum of accumulated strain resulting from the financial and non-financial stress situations on the part of the minority managed educational institutions which have to be shared by the management, the heads of the institutions, the teaching and non-teaching staff as well as the students. Their impact is also felt by the local community, the leaders, the parents, the governmental functionary and the nation at large.

Relevant organisations, institutions, individuals, documents, reports and press clippings have been systematically and somewhat exhaustively explored.

The state-wise systematic documentation of the financial and non-financial grievances of diverse types of minority institutions has been carefully done under separate chapters in both volumes.

All the same, exploring into the concept of the minority from sociological, psychological, political, geographical, demographic, legal, constitutional stand-points in historical and comparative global context, in order to concretize the concept in the Indian perspective by reducing its vagueness, is a modest but challenging task.

If, at all, some of the recommendations and suggestions incorporated in these volumes are found useful, and are carried forward to the point of policy review and implementation through the good offices of the Minorities Commission, some of the grievances in the existing situations may be remedied ultimately leading to a progressive educational development among the minorities, especially, the Buddhists and the Muslims, in India.

I hope these volumes will be well received by the Minorities Commission, and be put to wider public use through publication under a collaborative scheme between the Minorities Commission and the Indian Institute of Public Administration, New Delhi.

*M. Wadhvani*

( M. WADHWANI )

DIRECTOR

INDIAN INSTITUTE OF PUBLIC ADMINISTRATION  
NEW DELHI

## PREFACE

Any study relating to any management of the educational institutions, their grievances etc., is directly concerned with human beings; and, hence, poses an ethical dilemma. Ethical issues are posed by the potential consequences of the publication, or, utilisation of the research findings.

The subjects of this study, the minority managed educational institutions' management, heads of institutions, teachers, staff, the parents, might sometimes find its results offensive, either because they are portrayed in a light they find unappealing, or because attitudes and modes of behaviour they would prefer to keep private are made public. In several settings of social life some people engage in practices which they do not want to become public knowledge. For instance, some people in the institution, mismanage, maladminister, do not pay full salary etc. Would they like that these should become public knowledge?

It is the obligation of any social research to collect and organise facts and make findings public. However, it is the discretion of the funding agency to make public some portions of the findings or not to make other portions public.

To make findings public is one of the main contributions social research can make to the fostering of a 'free and open society'.



'A good study might make somebody angry'.

If a research study is done competently and the conclusions drawn are backed by facts and good arguments, there is nothing to fear or be angry.

But the social researcher and the sponsoring organisations do have to consider carefully the possible consequences of the publication of findings, and the form in which these should be made public. Often there could be a direct dialogue with the management of the minority institutions, or a discussion at the level of the Minorities Commission.

Comments from numerous respondents, their letters etc. have been incorporated as appendix. Similarly, further comments from any one on the findings of the research may also be similarly incorporated.

However, it is to be kept in view that the over-riding obligation of every social research is to promote 'free and open discussion of social issues'.

It is for the readers to judge how far and in what perspective the social issues have been placed before them.

One is simply amazed to note that the grievances of the minority managed educational institutions are numerous, many of these are also the common grievances of other non-minority institutions, yet there was relative lack of concern for a



systematic study of these problems so as to make any modest attempt to remedy the situation and to make the educational condition any better.

The condition of education among the Buddhists and the Muslims is deplorable. The Christians, the Parsis, the Sikhs are much better as compared to the Buddhists and the Muslims.

The state of professional, technical, vocational education; and education among women, particularly among Muslims, is disappointing.

In the name of educational rights of the minorities, in some regions, a deceptive situation has been created. The real interest of education of the backward among these minorities greatly suffers. No doubt, the contributions of numerous organisations are like silver linings in the dark clouds. Their efforts are noteworthy and deserve encouragement. The following lines from the correspondence of a respondent from a Parsi organisation give us a view of the situation, and a hope they cherish:

"I am sure your research on above subject will prove very useful to the minority communities as looking to the index of cost of living going up and up every month it is becoming impossible for minority communities to run educational institutions to balance their budget; and it would be in the fitness of circumstances that these institutions be provided with sufficient funds as these schools conducted by minority

communities are not given grants by the government and you will doubtless appreciate that teachers should be paid lucrative salaries by way of remuneration etc., so that they could work with dedication and zeal".

(F.J. Antia,  
R.D. Sethna Scholarship  
Fund, Bombay)

This sums up the crux of the problem which generally besets the minority managed educational institutions in almost all parts of the country.

This study makes an attempt to pin-point the grievances of the minority managed educational institutions among five designated religious minority communities, viz., the Buddhists, the Christians, the Muslims, the Parsis, and the Sikhs.

The first volume is devoted to the study of the financial grievances of the minority managed educational institutions covering fifteen (15) major states and union territories.

The Second volume which is an integral part of the first volume is devoted to the study of the non-financial and sundry other grievances of these institutions. In both volumes, grievances are also separately documented state-wise. Some financial and non-financial grievances also overlap.

If the suggestions and recommendations, based on hard facts of the situation, and incorporated in these volumes separately, have

any policy implication and administrative back-up, the investment of talents, time and money may be considered as amply rewarded. Even otherwise, we shall have the satisfaction of doing a piece of work which was really needed.

Between what the people want and what they need; what the Governments want and do and what the people need, if there is any harmony achieved in the area of removal of the grievances of the minority managed educational institutions leading to the educational development among them, through the good offices of the Minorities Commission, our efforts will be deemed to be amply rewarded.



R.N. THAKUR

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- Al-Hira Educational and Welfare Society, Aurangabad.
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- Al-Kabir Education Society, Mysore.
- As-Suffa Education Trust, Bellary.
- Associations of Urdu Education Societies, Aurangabad.
- Bhartiya Bauddha Shiksha Parishad, Lucknow.
- Bidar District Muslim Welfare Association, Bidar.
- Catholic Bishop's Conference of India Centre, New Delhi.

- Chandigarh Administration, Chandigarh.
- Church of North India, Nagpur.
- Deeni Taleemi Council, Lucknow.
- Delhi Sikh Gurudwara Management Committee, New Delhi.
- Directorate of Public Instruction, Trivandrum.
- Directorate of Public Instruction, Panjab.
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- Dandeli Education Society, Dandeli.
- Department of Education, Government of Gujrat.
- Fateh Educational Society, Hubli.
- Friday Club, Chalakudy.
- General Department of Education, Government of Kerala.
- Ghalib Education Society, Bangalore.
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- Hilal Education Society, Mysore.
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- Islamic Research and Analysis Centre, West Bengal.
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- Joint Editor, Educational Monthly, Malegaon.
- Karnataka Rajya Urdu Teachers' Association, Bangalore.
- Karnataka State Minorities Commission, Bangalore.
- Khaja Education Society, Gulbarga.
- Khalsa Medical and Education Trust, Bangalore.

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 Madari Education Society, Tumkur.  
 Madina Educational Society, Hyderabad.  
 Madresa Arabia Qasimul Uloom Chharra, Aligarh.  
 Minorities Education and Welfare Trust, Jaipur.  
 Millat Educational Society, Dhanbad.  
 Muslim Educational Society, Calicut, Kerala.  
 Muslim Association, Thiruvananthapuram.  
 Mysore Educational Social and Cultural Organisation, Mysore.  
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R.N. Thakur  
Project Director

CHAPTER - 1

## CHAPTER - 1

### INTRODUCTION

1.1 Education plays a catalytic role in the development of a country. Ever since the attainment of independence, efforts have been made to prepare a plan of educational development for India. At the non-official level, there has been considerable development of ideas resulting in a sociology of education in which the centrality of educational systems to the structure and the functioning of pre-agriculture to industrial societies has attained an important place. The education which was seen as essential for every human member of civilised societies to manifest his/her roles and duties effectively was reviewed as having important function to economic growth and social change.

1.2 At the official level, there were several committees and commissions appointed at various periods to reconstruct the education after independence. The central Advisory Board of Education, the oldest and the most important advisory body of the Government of India on education was first established in 1920, and was revived in 1935 after a brief period of suspension. This board, having union minister of education as its chairman, from time to time reviewed several aspects of education and adopted resolutions in its annual meetings.

The Education Ministry's conference was initiated first in 1949 by Abul Kalam Azad. Among other things the conference also considered measures to be adopted for the solution of crucial problems in education.

1.3 The Education Commission (1964-66), under the chairmanship of D.S. Kothari, was appointed to advise Union Government on the national pattern of education and on the several principles and policies for the development of education at all stages, and in all its aspects.

1.4 These committees were to review the different aspects of education in general. In addition to this, there were several other single purpose committees which analysed different aspects of the education. Unfortunately none of these committees had any comprehensive agenda on religious minorities' education in India, and the attempts were to view the problems of minorities' education in parallel with general education.

In the absence of any precise attempt in any of the various commissions, committees and panels appointed by the central and State Governments from time to time, minorities' education remained at the cross roads. No clear-cut policy or guidelines were framed to regulate the education for minorities without hampering the basic tenets of the constitutional provisions for this section of Indian population.

1.5 Both the National policy of Education of 1968 and 1986 had only passing references to minorities' education in their aims to promote national progress and sense of culture and national integration. The only notable reference to minorities' education in the National Policy on Education, 1986 was,

"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 naturally includes the constitutional guarantees given to them to establish and administer educational institutions and protection to their language and culture. Simultaneously, objectivity will be reflected in the preparation of textbooks 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".

1.6 However, this reference had only a limited purpose in the sense that the programme of action in order to implement the national policy of education, and in order to pursue point no. 11 of the Prime Minister's 15 - point programme regarding the integration of minorities in all walks of life suggested guidelines on coaching classes for competitive examinations for weaker sections amongst educationally backward minorities. Hence, even the highest national document on education did not pronounce any policy guidelines on minorities' education.

1.7 An overall appraisal of the situation, planning and management of the minorities' education on an all-India basis with the terms and references applied in the commissions and committees held so far, is hard pressed to ensure the proper development of minorities' education.



1.8 A High Power Panel on Minorities, Scheduled Castes, scheduled tribes and weaker sections disclosed in their report (1983) that the poor particularly of Muslims could not avail of the opportunities in the fields of education, employment and economic activity for three reasons:

- (i) their separatism and isolation
- (ii) failure of their leadership and officials to help, and
- (iii) mostly because of their own communal prejudice.

Minorities' educational institutions are pitted with several problems to-day in their effort to exercising their right of establishing and administering their own institutions.

1.9 The mere constitutional provisions to "establish and administer" institutions of their own choice now had acquired reasonable restriction in that the state has right to provide regulatory provisions for ensuring educational excellence, conditions of employment of teachers, ensuring health, hygiene and discipline and allied matters. Such measures are purported to ensure that minorities institutions are administered efficiently, and that students who come out of minority institution after completion of their studies are well equipped with knowledge and training so as to stand at par in their avocation in life without any handicap.

1.10 If the minority institution seeks affiliation or recognition from the state, the state has the right to prescribe syllabi, and terms and conditions for giving such affiliation, or recognition, or extending grants-in aid.



Hence, between the constitutional provisions and reasonable restrictions by State Governments to ensure the quality of education for minorities arise the grievances of management of the minority institutions. These grievances generally are the result of two different views both of which, however, have the same intended purpose - provision of education of their own choice to minorities in India.

1.11 The grievances of the management range from proving the minority status of institution, to affiliation, appointments of staff, admission of students, school buildings and grants-in-aid from the various Government agencies.

1.12 Despite the constitutional provisions, and four and half decades of subsequent effort of Government at every level, the educational development, is perhaps, increasing threat to one-fourth of India's population - religious minorities. Plan expenditure on education in India registered substantial rise since the inception of five-year plan. The central allocation for the first plan was Rs. 153 crores which rose to 5,457 crores in seventh plan and 7,443 crores in eighth five-year plan. Increasingly larger amounts of resources are being allocated for education. The funds spent for the development of minorities' education, in absence of statistics even with the best deal, would not be more than their proportion to the total population. This means similar circumstances and problems one could assume on the development of minorities.

1.13 Though it is true that increasingly larger amounts of resources are being allocated to education, the share of educational sector in the total plan outlay has been consistently declining from 7.8% in the first plan to 2.8% in the sixth plan. A slight increase was noticed in the seventh five-year plan in which 3.03% of the total outlay was made, and which was brought down to 3% of total outlay in eighth plan. A further break-up of intra-sectoral allocation of resources in education in India during the plan period would also show a lopsided emphasis on different levels of education.

The different states and local bodies which also spend on education had also considerably increased their respective allocation.

1.14 However, the inhibition to the development of education in general, and minorities' education in particular, partially contributed to the slow rate of growth of Governments' expenditures on education, and is further complicated by ever increasing population in its numerical size.

1.15 The minorities' educational institutions taking support from the constitutional provisions are rapidly increasing to cope up with the population growth. Hence, more and more institutions compete for less and less Government funds in real terms.

1.16 The mere constitutional provision of "establishing and administration of educational institutions of their own choice" will not guarantee the funds from various Government bodies, and that the fact is that these minority institutions have to compete with other

General Institutions in terms of the procedures, rules, regulations and standards set in different places in different ways. This gives scope for accumulation of grievances which are financial as well as non-financial in nature at the institution level.

1.17 Besides the financial problem, educational institutions in general, and minority institutions in particular, face numerous other problems in building an institution.

The first main problem apart from grants-in-aid, is the lack of infrastructure facilities at the institution. The insufficient number of class rooms, toilet and water facilities, laboratory, library and play-ground facilities which are considered to be minimum requirements, are not often available with these institutions.

1.18 An educational survey conducted in 1982-83, by the Hamdard Education Society revealed that muslim educational institutions by and large lacked physical facilities, non-availability of trained teachers apart from many other problems. There are also other grievances of teaching and non-teaching staff regarding their payment and service conditions etc.

1.19 Interestingly, "The University Grants Commission offered to grant autonomy to a large number of Christian institutions. Many of the old established Christian institutions were thought fit to be granted autonomy. It meant they could adopt their own curriculum, set their own question papers and publish results. Of course, there

were built-in safeguards to avoid misuse of this power when autonomy was granted to them.

The UGC offered grants to meet the additional costs involved in running an autonomous institution. Many of these institutions, therefore, in anticipation of grants from the U.G.C., incurred expenditure of lakhs of rupees. The additional grants were released after a long time and in many cases yet to be released. The U.G.C. also subsequently prescribed certain conditions to be observed by the autonomous colleges. The conditions include the rules for constituting Committees of management. When the conditions with regard to the constitution of Committees of management are observed, the minorities in the Committee of management have become a minority. The UGC in the name of autonomy has completely taken away the rights of the minorities to manage their own institutions - in the best interest of the institutions. As a result, many of the minority institutions find trapped."

Whenever well established institutions seek to include an added subject warranting additional teaching staff, the government pleads shortage of funds, and on the other hand, the university rejects the inclusion of self-financing departments in an institution which, for other programmes, depend on grants-in-aid for the salary of the staff.

### The Present Study

1.20 This study attempts to unearth the non-financial grievances of the minority managed educational institutions. Though most of the

grievances in general can be identified as financial, certain grievances can readily be separated from that which are purely financial in nature. The study, as in the case of financial grievances, identified five Principal areas from which non-financial grievances arose in general.

1.21 In order to have a comprehensive view on the origin and accumulation of the non-financial grievances, opinions were elicited from the following groups at each Institution studied:

- (i) Management members,
- (ii) Head of the Institutions,
- (iii) Teaching Staff,
- (iv) Non-Teaching Staff,
- (v) Students .

Besides them, opinion from following personnel were also included,

- (vi) Government functionary (mostly of education departments).
- (vii) Community leaders
- (viii) Political leaders and intellectuals.

#### Objective of the Study:

1.22 The study had following objectives for its investigations.

- (i) to know about the nature of problem in getting official recognition/ affiliation etc.
- (ii) to know about the adequacy of facilities and performance of the institution.



- (iii) to know about the differences between the management and the Government agencies.
- (iv) to know the reasons for the lack of motivation of students in minority managed educational institutions.
- (v) to know about the grievances of the teaching staff and the management's attitude towards them.
- (vi) to know about the grievances of the non-teaching staff and students.

#### Scheme of Chapters

1.23 This volume has the following chapters:

##### 1. Introduction

A brief discussion on the background of minorities' education both at the policy and at the Institution level; discussion on objectives of the study and contents are included here.

##### 2. Methodology

This chapter is common to both the volumes in which the discussion, on the scope, objectives, limitations of the study, area, sample size, and various modalities of data collection and techniques of analyses is, carried out.

##### 3. An Analysis of the Minority Managed Educational Institutions

This chapter gives the details of the minority managed educational institutions of various types studied in depth; time gap between their establishment and recognition; teacher-student ratio;

infrastructural facilities available, etc. It relates to the part on 'institution data schedule' in the questionnaire.

4. Non-Financial Grievances of the Minority Managed Educational Institutions

This chapter, based on data collected from the field and through mailed questionnaires, discusses the non-financial grievances of the minority managed educational institutions.

5. Case Study of Some minority Organisations and Institutions in the field of Education

This chapter presents case study of some Muslim, Christian and Parsi organisations and institutions. How they developed and contributed to the cause of minorities' education; whether they could be emulated by other minority organisations and institutions.

6. Non-Financial Grievances Aggregated

This chapter presents a summary of the non-financial, and other grievances of the minority managed educational institutions state-wise; some grievances are common and universal; some are specific to a particular state situation.

7. Summary of Suggestions and Recommendations

In order to remedy the situation, a detailed discussion on the suggestions and recommendations is provided for policy decisions in this regard.

## Appendices

In appendix-1, tables and charts; in II, a selected bibliography; and in III, a copy of questionnaire/interview schedule, are included.

CHAPTER - 2



## CHAPTER 2

### METHODOLOGY

1. Objectives of the Study
2. Area of the Study
3. Period of the Study
4. Limitations of the Study
5. Selection of Samples
6. Collection of Data
  - i) Primary Data Collection
    - (a) Discussions with Government Officials
    - (b) Discussions with Central and State Minorities Commissions/Boards
    - (c) Discussions with Management Members
    - (d) Discussions with Minority Community Organisations/Leaders/Political Leaders.
  - ii) Secondary Data Collection
7. Questionnaire/Interview Schedule
8. Schedule of Analysis

### Objectives of the Study

2.1 No piece of research stands alone. One research project may easily lead to another because it raises issues which the researcher had not previously considered. The point is whether the previous research study has already satisfactorily clarified the problem. In the area of the grievances of the minority managed educational institutions, no research study was previously attempted. Hence, clear formulation of research problem is the basic task for this research.

Therefore, the present study was designed with the following broad objectives:

- i) to study the nature and types of grievances of the minority managed educational institutions;
- ii) to identify (locate) the causes of their grievances;
- iii) to analyse the perception of various categories, such as, the members of the managing committees, teaching staff, students, office staff, parents, local community and Governmental functionaries about the grievances;
- iv) to analyse the various consequences of these grievances in different areas, such as:
  - a) management of the educational institutions;
  - b) conducting teaching and other academic and co-curricular activities effectively.
  - c) drop-out among the students;
  - d) disincentive to teachers etc;

- v) to compare the minority managed educational institutions as regards their grievances vis-a-vis the other institutions in the area to identify the peculiarity of the grievance of the minority managed institutions;
- vi) and to suggest short-term and long-term remedies to grievances redressal.

### Area of the Study

2.2 The results are incorporated in Volume I and Volume II of the study. Volume I is related to the study of the financial grievances; and Volume II deals with the non-financial and sundry other grievances of the minority managed educational institutions functioning under some selected state/U.T. administration.

The present study was conducted to assess the varying nature, extent, type, and causes of non-financial grievances of the minority managed educational institutions in selected states and union territories in India.

On the basis of concentration of minority population, and minority managed educational institutions in various states, the following states were selected for the study:

1. Andhra Pradesh
2. Bihar
3. Chandigarh
4. Delhi
5. Gujrat
6. Haryana

7. Karnataka
8. Kerala
9. Maharashtra
10. Mizoram
11. Orissa
12. Punjab
13. Tamil Nadu
14. Uttar Pradesh
15. West Bengal

The study also included Himachal Pradesh, Madhya Pradesh and Rajasthan through its various methods of data collection though the questionnaires from these states were not included as a result of delay in the receipt of mailed questionnaires.

### Period of the Study

2.3 Both these research studies (Volumes I & II) were conducted simultaneously. The duration of the study was more than one year from July 1991 to September 1992. The secondary data collection was done regularly between July 1991 to September 1991, and intermittently afterwards till the end of the study. The field investigations were done between October 1991 to May 1992. The questionnaires were mailed and generally received after July 1992, filled in between October 1991 to June 1992. Between July 1992 and October 1992 data analysis was done manually as well as by the aid of computers. During this period some questionnaires were also received back, the details of which were incorporated as far as possible. By December 1992, the detailed study of both volumes, the

financial and non-financial grievances of the minority managed educational institutions in India had been finalised.

The study has not been restricted to any specific year. The grievances relevant to the current period in the minorities institutions have been focused in this study.

#### Limitations of the Study

2.4 The integrated study has limited itself to two basic issues of the present research. They are:

- i) Financial grievances, and
- ii) non-financial grievances of the minority managed educational institutions in India.

These two aspects were the focus of the research though data were collected from various kinds of people. In addition, the ways of removing the bottlenecks, and improving the situation and identifying policy priorities were also part of this study. The study has limited itself to only problems and grievances of the minority managed educational institutions and not any other institutions owned by the minorities, or educational institutions that are managed by others.

The study suffered certain limitations in field visits. The correct perspective of different persons associated with the schools and colleges was difficult to obtain in some places, and it became almost impossible in some other places. For instance, in some cases, the management of the institution, or head of the institution

were not willing to let our research team carry out the work planned, and to part with or let anyone from their institution reveal any information whatsoever. Field notes were meticulously kept recording each day's activities. Sometimes, some curious situation was faced.

The principal of a college was unwilling to give interview, denied permission to have interview with his staff; faculty and staff were scared of the principal, and were not willing to give any information. The principal on persuasion reluctantly took the questionnaire, had a look at it, and threw it off saying that he had 'no time to answer'.

When the President of the Prabandhak Committee was approached and he circulated a letter of introduction, some interviews could be done, several questionnaires could be filled. 'They don't have time' - such answer was not an uncommon experience in many places.

In several cases, the Principal arranged to give reply on behalf of the staff and teachers. At other places, group interviews were also possible.

We attempted to study the non-financial grievances from the points of view of,

- i) the management
- ii) the head of the institution
- iii) the teachers
- iv) the staff
- v) the student



- vi) the intellectuals/community leaders
- vii) the parents
- viii) the government functionaries.

But, it was not always possible to make the study from the points of view of all the groups of people connected with the minority managed institutions. Yet, the field work provided much richer information.

### Selection of Samples

We used representative sampling as well as random sampling in the research. Samples were selected from various states and districts keeping in mind the concentration of the minority population as well as the institution; from institutions, i.e., primary, secondary, college, general type, technical, and professional. We were interested in all the conditions which gave rise to the grievances of the minority managed educational institutions.

2.5 The total number of samples selected for this study was 535. The final selection of samples was done as below:

- i) At first, the major states and Union Territories for field visits were identified.
- ii) Then it was grouped into two ways; that is, (a) on the basis of the concentration of population belonging to different religions at the district level and, (b) the concentration of minority managed educational institutions



in various districts of those selected states and Union Territories. Care was taken of both rural and urban areas.

On the basis of population distribution of different religious minorities, the following size of samples was initially decided for each group:

i)	Muslim managed educational institutions	300
ii)	Christian managed educational institutions	75
iii)	Sikh managed educational institutions	60
iv)	Parsi managed educational institutions	25
v)	Buddhist managed educational institutions	25

Though the final number of samples in each category and their total varied because of different reasons, yet the proportion which was decided in consultation with the Minorities Commission was largely kept undisturbed.

Each religious group samples were further divided into the type of Institutions, and accordingly, following was the final distribution of samples.

TOTAL SAMPLES  
535

	MUSLIM MANAGED	CHRISTIAN MANAGED	SIKH MANAGED	PARSI MANAGED	BUDDHIST MANAGED
TOTAL SAMPLES	310	70	70	55	30
PRIMARY SCHOOLS	56	5	0	15	5
UPPER PRIMARY SCHOOLS	16	5	0	10	5
SECONDARY SCHOOLS	68	10	10	45	15
HIGHER SECONDARY SCHOOLS	90	25	10	0	0
PRE-UNIVERSITY INTER COLLEGES	15	0	5	0	0
GRADUATE COLLEGES	34	5	30	5	5
POST GRADUATE COLLEGES	25	20	15	0	0
PROFESSIONAL & TECHNICAL INSTITUTE	6	0*	0*	0*	0

[NOTE: \* The actual number of samples included in the study is slightly more than 535 with the inclusion of 2 Christian Professional institutions, 2 Sikh Professional institutions, and one Parsi technical institution. The questionnaires from these institutions reached us rather late when tables were already finalised. However, the data from these questionnaires have been used by incorporating them in the detailed analysis].

While there was no hard and fast rule applied in selecting the number of institutions in each type, the size of samples in each type of institution was adjusted in relation to the concentration of such institution in various areas.

The samples were taken from 15 states and Union Territories.

The state-wise distribution of the samples is given below:

1. Andhra Pradesh	25
2. Bihar	5
3. Chandigarh	15
4. Delhi	20
5. Gujrat	30
6. Haryana	5
7. Karnataka	100
8. Kerala	45
9. Maharashtra	85
10. Mizoram	20
11. Orissa	15
12. Punjab	45
13. Tamil Nadu	55
14. Uttar Pradesh	60
15. West Bengal	10
	-----
	535
	-----

(Himachal Pradesh  
Madhya Pradesh  
Rajasthan included)

Due to practical difficulties, the even distribution of samples was not possible state-wise. The differential sampling in each state simply reflects the differential response showed to the survey.

### Collection of Data

2.6 For the purpose of giving wider publicity and to obtain more reliable data from minorities' institutions, correspondence was carried out from three different levels.

- I. The Minorities commission, Government of India, on their own and our behalf communicated letters to various State Governments and U.T. Administration, Minorities Commissions and Boards of the states which further spread the message to the districts, and lower levels in their respective areas.
- II. Under the seal of the Director, Indian Institute of Public Administration, New Delhi, again State Governments, state Minorities commissions and Boards were approached for furnishing details on financial and non-financial grievances of the minority managed educational institutions.
- III. The Project Director communicated to various state Governments and state Minorities Commissions. The correspondences were regularly carried out with educational institutions, individuals associated with institutions, individuals from academia, politics, various professions, community leaders, intellectuals, government officials and non-governmental organisations. The main emphasis was on institutions. Questionnaires more than 1500 were mailed to them and follow up action was regularly taken. Three reminders, in general, at an interval of approximately one month were sent for the return of the questionnaires.

In many cases, the institutions, the management, the officials, the ministers and legislators approached us on their own for copies of questionnaires. We meticulously tried to comply with the request in almost all cases in which the requests were made. Altogether approximately 35 percent questionnaires were received back sooner or later.

i) **Primary Data Collection**

2.7 For the purpose of primary data collection, it was necessary to have an exhaustive list of the minority managed educational institutions in India to select samples from various states and religious groups. As a first step to the primary data collection, a comprehensive list of minority managed educational institutions was procured from several sources for all religions. The list was procured from 21 states and Union Territories in India. This list was scrutinized and reorganized. They were classified state-wise which in turn was classified according to religious group. These religious groups were further classified into various types of institutions for every religion under each state.

In order to procure the list and to give wider publicity for field investigation, for the sake of awareness of the minority institutions, and in order to elicit co-operation for the investigating team, various journals and organisations were approached through correspondence as well as in person in an effort to bring out a press-release. About fifteen national dailies and journals published the details in English and urdu. Some of them include;

- i) Fana
- ii) Dawat
- iii) Urdu Times
- iv) Daily Salar (24th Dec. 1991)
- v) Quami Awaz (19th Dec. 1991)
- vi) Parsiana (Jan. 1992)
- vii) The Deccan Herald (25th Feb. 1992)
- viii) The Indian Express (25th Feb. 1992)
- ix) The Islamic Voice
- x) Minorities Commission News Quarterly
- xi) IIPA Newsletter (Oct. 1991)
- xii) Kanti.
- xiii) Sahin (1st August, 1991).

Apart from these, more than one thousand institutions and organisations were communicated through correspondence; and questionnaires along with instructions were mailed to them.

The original list compiled was rather exhaustive, and it was shortlisted for the purpose of field visit, and an appropriate plan was envisaged for field visit to cover maximum places in minimum duration and expenditures. Accordingly, the places chosen largely adhered to the original schedule of project proposal, and in line with decisions taken at the meetings in the Minorities commission with regard to field visit. The places where the samples were collected through interview schedules are as follows:

- i) Andhra Pradesh - (a) Hyderabad  
(b) Secunderabad
- ii) Bihar - (a) Bhagalpur  
(b) Patna



- |       |               |   |  |
|-------|---------------|---|--|
| iii)  | Chandigarh    | - | Chandigarh   |
| iv)   | Delhi         | - | Delhi  |
| v)    | Gujrat        | - | Ahmedabad  |
| vi)   | Haryana       | - | (a) Gurgaon<br>(b) Hissar<br>(c) Kurukshetra   |
| vii)  | Karnataka     | - | (a) Bangalore<br>(b) Gulbarga<br>(c) Shimoga<br>(d) Hassan<br>(e) Ankola<br>(f) Mysore             |
| viii) | Kerala        | - | (a) Ernakulam<br>(b) Cochin<br>(c) Mallapuram<br>(d) Trivandrum<br>(e) Calicut<br>(f) Trichur      |
| ix)   | Maharashtra   | - | (a) Bombay<br>(b) Pune<br>(c) Nagpur<br>(d) Buldana<br>(e) Malegaon<br>(f) Aurangabad<br>(g) Nasik |
| x)    | Mizoram       | - | Champhai   |
| xi)   | Orissa        | - | Phulbani   |
| xii)  | Panjab        | - | (a) Chandigarh<br>(b) Ludhiana   |
| xiii) | Rajasthan     | - | (a) Jaipur   |
| xiv)  | Tamil Nadu    | - | (a) Thanjavur<br>(b) Madras  |
| xv)   | Uttar Pradesh | - | (a) Meerut<br>(b) Ghaziabad<br>(c) Lucknow<br>(d) Varanasi<br>(e) Saranath<br>(f) Basti            |
| xvi)  | West Bengal   | - | (a) Calcutta<br>(b) Darjeeling   |



At the initial phase, a pilot survey was conducted in Delhi as soon as the questionnaire was ready. Based on the observations in Delhi, slight modifications were done in the questionnaires. While pretesting the questionnaire, some suggestions were made by the respondents. On their suggestions, North Arcot, Mallapuram, and Ernakulam were kept in view from the view-point of Muslims of all denominations; and Madurai for catholics; Bombay and Pune for the Parsis; Lucknow; Varanasi, Sarnath, Pune, Bombay, Darjeeling, Lahaul-Spiti, Kinnaur for the Buddhists. Some of these places which could not be visited by our research team, were covered through local agencies whom we used for the purpose of data collection.

In the second phase, 4 Southern States were chosen. Accordingly, in this phase with the help of state Minorities Commissions, and other concerned Government officials, a member of our research team was sent to conduct survey in Tamil Nadu, Kerala and Karnataka. Another member of the team did the survey in Andhra Pradesh simultaneously.

Field work was simultaneously continuing in Delhi and adjoining areas in the vicinity of Delhi.

In third phase, an extensive survey in Delhi covering Muslim, Sikh, Buddhist and Christian institutions was conducted, while at the same time, the survey was also conducted in Ghaziabad, Meerut and Gurgaon.

The states of Maharashtra, Mizoram, Orissa, Panjab, Uttar Pradesh and West Bengal were covered in the fourth phase, while in

the final phase, Bihar, and Parts of Uttar Pradesh, and Rajasthan were covered.

(a) Discussion with Government Officials

2.8 In the field visits, besides data collection from the educational institutions, the Government officials were consulted and detailed discussions were made in order to study the problem in depth. The following organisations were consulted almost in every state for detailed discussions on the various problems:

- i) Directorate of Public Instruction/Commissioner of Education at State Capitals.
- ii) Directorate of Secondary and Higher Secondary Education at State Capitals.
- iii) Directorate of Collegiate Education at State Capitals.
- iv) Office of Deputy Director, Education in various regions
- v) District Education Office in various Districts
- vi) Directorate of Minorities Education/Zilla Parishad Office

(b) Discussion with Minorities Commissions

2.9 Regular discussions with the Minorities Commissions, and all possible co-operation of them were ensured for the purpose of field visit. In the states wherever field visits were done, the respective state Minorities Commissions were contacted personally in order to understand regional problems and to ensure their co-operation for field visit. The notable ones were:

- i) The State Minorities Commission, Patna, Bihar
- ii) The State Minorities Commission, Bangalore, Karnataka
- iii) The State Minorities Commission, Madras, Tamil Nadu
- iv) The State Minorities Commission, Lucknow, Uttar Pradesh
- v) The Minorities Welfare Board, Jaipur, Rajasthan

Some of these Commissions accorded their assistance for useful discussions with various organisations and institutions apart from supplying some relevant materials.

(c) Discussions with Management Members

2.10 Most of the Institutions investigated personally were also included in detailed discussions with management members of the Institutions. The management members of these Institutions were informed through correspondence about the details of the project and field visits and they were contacted in the field. Besides collecting information through interview schedule, detailed discussions, and in some cases the group discussions in free atmosphere were conducted to comprehend the problems in their real nature. This also was done with an intention to bring cordial atmosphere for field investigation team at the Institution. In most of the cases, these management member discussions were useful as they held important positions in the community, or, in the field of education, whose experience is an added advantage for an indepth analysis.

(d) Discussions with minority Community Leaders/Organisations/Political Leaders.

2.11 Several voluntary organisations and others engaged in the socio-economic and educational development of religious minorities in India were consulted. They are in day-to-day contact with minorities educational institutions for various reasons. These organisations were contacted through correspondence and their opinions and suggestions were obtained on the problems of minorities institution. Several organisations have also been contacted during field investigations and their assistance was made available to the field staff. The names of such organisations were included in the Directory of the minority managed educational institutions in India which is part of this study.

Several community and political leaders were also personally contacted in order to study the problems from various angles. Being local and influential leaders of community, and as their representative many of them were upto-date with regard to Government policies and programmes. The discussions with them were useful in identifying the loopholes of policies and programmes launched in different regions for the development and improvement of standards of education in the minorities' institutions. The detailed analysis also include the discussions that were made with them in the field.

ii) Secondary Data Collection

2.12 The initial effort in this study started with collecting information through secondary sources, through several official

documents available on the subject in order to grasp the subject in depth. Though they were included in the bibliography, it becomes necessary to mention a few which were our basic readings in understanding the different issues. They were:

- a) Government Documents
  - i) Constitution of India
  - ii) The Constituent Assembly Debates Vol. I, II, IV, VI, VII and VIII
  - iii) Annual Reports of Minorities Commission
- b) Press Clippings on various issues and problems of minority Institutions
- c) Relevant Books and Articles on the subject.

#### Questionnaire/Interview Schedule

2.13 Questionnaires having standardized set of questions, and also open-ended questions were used. Questions were carefully constructed so as to elicit correct, and more and more information while giving freedom of choice.

Schedules were carefully designed in relation to the characteristics of the respondents. The research study was preceded by a pilot study in order to pick up problems not anticipated by us.

Questionnaire cum interview schedule prepared for this study is 34 pages divided into four parts. The cover pages contain the precise title of the study, the full correspondence address of sponsoring organisation (the Minorities Commission) and Indian Institute of Public Administration. A brief note was provided to facilitate the identification of the questionnaires viz:-



state/U.T., name of the town/village, name of the District, total no. of samples in relevant category. An introductory note explaining the nature and objective of the project, assurance for confidentiality of the data, etc. have been provided at page no.2

#### **PART I**

2.14 This part is intended for all institutions, and an attempt is made to collect as much data as possible with regard to institutions. A sub title "Institution Data Schedule" makes it clear for respondents as to the questions that are relevant with regard to the institution they administer. This part was filled up by the Investigator in direct consultation with Head of the Institution during field visits. In the case of mailed questionnaire it was filled up by Head of the Institution. This part contains 26 questions to elicit information on name of the Institution, management, year of establishment and recognition, level of teaching, ownership of premises, teaching and non-teaching staff position by male, female and religious break-up, medium of instruction, facilities available at the Institution and co-curricular activities of the Institutions etc.

This part provides an ample scope for a researcher to comprehend the grievances of the management and staff in relation to the state. It has been taken care of when formulating this part to avoid any inconvenient questions, and it gives a sort of exercise too for respondent before coming to more particular questions.

## PART - II Questions Relating to Financial Grievances

2.15 This part is divided into seven (7) Sections in all. They are:

**SECTION A:** For Management

B: For Principal/Head of the Institution

C: Teaching Staff

D: Non-Teaching Staff

E: Government Functionaries

F: Students

G: Community/Political Leaders intellectuals.

### Section a: For Management

This section is meant for any member of the managing committee to fill-up or to give answer. There are 19 Questions in all dealing with sources, extent and type of grants, contribution by management, adequacy, timely release and efforts to be made for grants. It also probes the annual budget of the institution, delay in receipt of grants, areas affected due to delay, and attitude of the state authorities. The answers to the questions were to be chosen from the options provided below each question thus guiding the respondent to spell out his opinion. This makes it convenient and time-saving for respondents. However, a last question, an open ended, is also provided for management members to specify any item that has not been included.



Section B: For Principal/Head-Master/Head of the Institution

In this section, just 3 questions were provided keeping in mind that in most of the Institutions, the Head of the Institution also holds an important position in management committee. The questions were to get the respondent's opinion on utilisation, adequacy of grants, and areas of improper utilisation.

Section C: For Teaching Staff and Section d: Non Teaching Staff

These sections contain four elaborate questions with sub items for teaching staff and non-teaching staff separately to indicate their grievances in the area of salary, causes of dissatisfaction, attitude of Head, management etc., opinion on utilisation of grants, suggestion for improvement of minority managed educational institutions etc.

Section E: For Government Functionaries

Two questions in this section attempt to elicit opinion from Government functionaries mostly of education Department on adequacy, delay, utilisation and Auditing of grants. Information was also sought on discrimination against allocation of grants.

Section F: Students

One question with sub items is provided in order to seek opinion from students about the type and nature of problem they had to face at the institution.

### Section G: Community/Political Leaders/Intellectuals

The Community and political leaders often participate in the development of religious minorities and other less privileged population, and are capable of giving information at ground level realities. Since it was considered that their contribution is indispensable two questions with regard to problems affecting the minority educational institutions are provided in this section. Since this section is also meant for intellectuals a question with regard to sufficiency of provisions in the constitution had also been provided.

### **PART - III: NON-FINANCIAL GRIEVANCES**

2.16 This part, like financial grievances, is divided into many parts. They are:

#### **SECTION A: Management**

- " B: Principal/Head of the Institution
- " C: Teaching Staff
- " D: Non-Teaching Staff
- " E: Students
- " F: Community/Political Leaders/Intellectuals
- " G: Local Community
- " H: Government Functionaries

#### Section A: Management

This section provides an ample opportunity for management to express on all Non-Financial Grievances of Minority Managed

Educational Institutions. The areas included were problems of official recognition, affiliation, treatment by authorities, lack of facilities, composition of managing committee, nature of differences between management and authorities, and a few miscellaneous items.

Section B: Principal/Head Master/Head of the Institution

Fourteen questions were provided in this section in order to get opinion of the Head of the Institution on various areas of grievances of minority Institution. Information on areas, like, selection process, adequacy of teaching and non-teaching staff, adequacy of facilities, reasons for the lack of motivation of students, efficiency of teaching staff, problems related to studies etc. throws light on the background for the emergence of grievances.

Section C: Teaching Staff

Teaching staff of minority managed educational institutions had expressed their grievances through many forums. This section, through 12 questions attempts to investigate the source, nature and type of such grievances in areas of pay, service conditions, attitude of management, Head of Institution etc. There is also enquiry on level of satisfaction, lack of motivation of students and few miscellaneous items.

Section D: Non-Teaching Staff

Seven questions were provided in this section for non-teaching staff to identify their grievances in areas of pay, facilities at the Institution etc.

### Section E: Students

This section contains some of the questions related to personal data of the respondents (students) in order to judge the efficacy of responses. Students were also asked to rate the facilities available at the institutions in different regions

### Section F: Local Community

Ten questions were provided in this section for local community to give their perception on working of minority institution, about teachers and students and the necessity of establishing such institutions.

### Section G: Community/Political Leaders/Intellectuals

This section with 8 questions probes the perception of these people on the affairs of minority managed educational institutions. Opinions were elicited from them through questions on performance of institutions, regulations of the government, problems occurring at these institutions etc.

## **PART - IV: GRIEVANCES REDRESSAL**

2.17 This part had been provided blank for respondents to discuss various issues, problems and suggestions with regard to financial and non-financial grievances of minority managed educational institutions.

### Schedule of Analysis

2.18 The analysis for financial grievances and non-financial grievances of the minority managed educational institutions is as follows:

A). FINANCIAL GRIEVANCES OF MINORITY MANAGED EDUCATIONAL INSTITUTIONS IN INDIA

For this report analysis is based basically on two types of information. They are:

- a) Institution Data Schedule
- b) Financial Grievances

a) Analysis on Institution Data Schedule

For this kind of information the analysis is based on the following types:

- i) Distribution of Institutions on the basis of grants-in-aid
- ii) Distribution of Institutions under different (a) types (b) Religion (c) State.
- iii) Time-gap between year of establishment and year of recognition of the Institution.
- iv) Teacher-student ratio in Institutions of various types.
- v) Infrastructure facilities of Institutions.
- vi) Locational advantage/disadvantage of the Institution.
- vii) Co-curricular activities of the Institution.

b) Analysis on Financial Grievances

The analysis of financial grievances is mainly based on information from three different sources. They are (a) management (b) Teaching staff (c) Students. The analysis is categorized into following groups.

- i) Analysis on Institutions of different religions
- ii) Analysis on minority Institutions of different States/ U.Ts.
- iii) Analysis on minority Institutions of different types.

The following analysis has been made separately for each group mentioned above;

- a) Source of financial grants-in-aid
- b) Perception of management with regard to financial grievances in respect of
  - i) Adequacy of grants
  - ii) Delay in distribution of grants
  - iii) Areas affected due to delay in release of grants
    - I) Salaries of the staff
    - II) Maintenance of the building
    - III) Scholarships
    - IV) Teaching aids
    - V) Sports activities
- c) Perception of Head of the Institution with regard to financial grievances in respect of:
  - i) Utilisation of grants
  - ii) Adequacy of grants



- d) Perception of teaching staff with regard to suggestions for development of minority managed educational Institutions.

B) ANALYSIS FOR THE REPORT ON NON-FINANCIAL GRIEVANCES

2.19 For this report the following analysis has been made.

- i) The problems of official recognition
- ii) The distribution of perception of management about adequacy of various facilities
- iii) Distribution of grievances of teaching staff regarding
  - a) Pay
  - b) Incentives
  - c) Allowances
  - d) Teaching/Training/Housing Facilities
  - e) Medical Facilities
- iv) Distribution of perception of teaching staff about the attitude of
  - a) Management
  - b) Head of the institutions
  - c) Colleagues
  - d) Non-Teaching Staff
  - e) Students
  - f) Parents
  - g) Government functionaries



- v) Distribution of the perception of teaching Staff about the reasons of lack of motivation among students.
- vi) Distribution of rating of students over the facilities in their Institution.

Besides these data analyses, analysis is also on the grievances redressal; and case study of some Institutions/Organisations.

2.20 The study is based on a systematic and scientific analysis of facts obtained from the field through mailed questionnaire, interview-schedule, objective observation and discussion. Both the documentary sources and the field sources have been extensively tapped. In this research we used the survey method, results have been quantified and analysed statistically with the aid of electronic calculator and also computer. The Survey research was time, consuming, but there was no escape as we had to cover various states and union territories. We did not make an in-depth study of a particular state or district.

In the mailed questionnaire there was some difficulty on account of the use of English. This difficulty was more felt at primary levels, especially in Hindi-speaking belts.

However, the survey research findings were supplemented by field research and face to face interview.

2.21 In fact, we used a process called triangulation in this research combining several methods of research, such as, survey method, field study, questionnaire, interview etc., using each to supplement and check upon others.

CHAPTER - 3

## CHAPTER - 3

### AN ANALYSIS OF THE EDUCATIONAL INSTITUTIONS

1. Institution Data Schedule
2. Percentage distribution of institutions
3. Aided and unaided institutions
4. Time Gap between Recognition and Establishment
5. Teaching Staff from the Minority Community
6. Teacher-Student Ratio
7. Infrastructural Facilities Available

INSTITUTION DATA SCHEDULETable 1: Percentage Distribution of Institutions Studied in Different Categories

3.1 The two studies on "Financial and Non-Financial Grievances of the Minority Managed Educational institutions in India", which were conducted simultaneously, collected 535 samples of Institution Data schedules in all, in common.

Out of total samples of 535, about 58% are Muslim institutions of different types, 13% each from Christian and Sikh institutions, 10% of them are Parsi and 6% of them are Buddhist institutions of various types.

Out of 310 Muslim institutions, less than one-fifth of them are primary schools, 5 percent are upper primary, slightly above one-fifth are secondary schools, less than three-tenths are higher secondary and one-tenth of them are graduate colleges. The samples consisted of post-graduates, professional and technical institutions too.

More than one-third of samples of 70 Christian institutions are higher secondary with another less than three-tenths are post-graduate institutes.

7 percent samples each derived from primary, upper primary schools and graduate college, while 14% of samples of Christian institutions are secondary schools.

70 samples to represent 'Sikh institutions' were derived from more than six-tenths of graduate and post-graduate colleges and less

than three-tenths from secondary and higher secondary schools while just 7 percent from inter colleges.

55 samples of Parsi institutions consisted of more than eight-tenths from secondary schools with rest of them derived in equal proportions from primary schools and graduate college.

Half of the 30 Buddhist samples are from secondary schools while the rest are derived in equal proportions from primary and upper primary schools and graduate colleges.

Table 2: Percentage Distribution of Aided or Unaided Institutions included in the study

3.2 This table shows the break-up of institutions according to the information whether Government aid is received or not at the institution.

Nearly seven-tenths of Muslim institutions studied are aided while eight-tenth of Christian institutions are aided.

More than seven-tenths of Sikh and Buddhist institutions are aided while all the Buddhists institutions studied receive grants-in-aid of some kind or other.

Keeping in view the nature or objective of the study, major emphasis is to be given to aided institution, and thereby, majority of the samples derived are aided institutions. However, in order to have a comprehensive understanding of the problem considerable number of unaided institutions were also included.

Table 3: Time-Gap between year of Establishment and year of Recognition of the Minority Institutions

3.3 A cursory look at this table reveals that more than half of the minority institutions received recognition within a year of establishment. To be more specific, more than half of the Muslim managed institutions, six-tenths of Sikh and Christian institutions, less than half of Parsi, and more than six-tenths of Buddhist institutions, altogether 56 percent of all minority managed institutions had been recognised by the concerned authorities within a year of their establishment. Another, one-tenth of all institutions took about one year to get recognition while more than one-tenth of Muslim, Sikh and near about three-tenths of Parsi institutions took anything between two to five years to obtain recognition.

Another three-tenths of Christian institutions took between 6 to 10 years to get recognition. A special case of more than one-tenth of Muslim institutions, and near about one-tenth of Parsi institutions which took more than 10 years to get recognised, was also there.

From this table, while it becomes evident that majority of the institutions set up by the minority community face no difficulty from the authorities who duly accorded recognition within reasonable period; it is not to be overlooked that a considerable proportion, however may it be statistically insignificant, were recognised by authorities after long period of wait from the year of establishment. However, this is not to be inferred from this table as this conceals the information on what was the period that elapsed

between the initial application for recognition and the year of establishment, though one would presume, generally the institutions are very eager to get recognition and the first thing they do after establishing the institution is to get the same recognised.

During our field investigations, two sides of picture emerged each from institution and concerned authorities, while management reported of harassment by the Government authorities who in turn accuse the institution of not following the rules and norms for according recognition. This point merits particular attention.

Table 4: Percentage Distribution of Teaching Staff that belongs to Minority Community

3.4 In a total of 535 institutions studied, there were just 15 institutions all of which were Buddhist institutions which have less than 10% as members of the teaching staff from minority community. In other words, half of the Buddhist institutions have appointed minority community members in less than 10% of the entire teaching staff and in another half of the Buddhist institutions the minority community forms between 25-50 percent of the teaching staff.

In more than one-fourth of Parsi institutions 10-25 percent of teaching staff positions had gone to minority community while in another three-fourths, 25-50 percent of teaching staff are minority community people.

Less than one-third of the Sikh institutions have anything between 90-100 percent of their teaching staff who belong to minority community and in another equal proportion of Sikh



institutions, 50-90 percent of the teaching staff are from the minority community. More-than one-fourth of Sikh institutions employed 25-50 percent of the teaching staff from minority community.

In about six-tenths of Christian institutions 50-90 percent of teaching staff are from the minority community. Another, one-fifth of institutions have 90-100 percent of teaching staff from the minority community.

In six-tenths of Muslim institutions 90-100 percent of teaching staff are from the - minority community; and in another one-third of Muslim institutions 50-90 percent of the staff are from the minority community. In one-fourth of Muslim institutions 25-50 percent of the teaching staff represent the minority community.

It is to be noted that though the term minority community is used here to represent all five religious minority communities; as far as most of the Muslim institutions are concerned, they are all Muslim teaching staff institutions.

Table 5: Student - Teacher Ratio

3.5 This table shows the percentage of various types of institutions managed by minority communities in different student-teacher ratios. The table shows that all professional, technical institutions and inter colleges have anything between 1-30 students only per teacher.

Another eight-tenths of upper primary, six-tenths of secondary and primary, post-graduate and graduate colleges are also in the

same category. A just about four-tenths of higher-secondary institutions also have the same number of students per teacher.

Six-tenths of higher secondary schools of all minority managed institutions and one-third of secondary schools, near about four-tenths of primary, graduate and post-graduate colleges have students anything between 30-60 per teacher. Thus, about four-tenths of all types of institutions are in this category which underlines the overburden to the teachers at these institutions.

It should be noted that over a period of time the intake of students at the institutions is ever on the increase duly reflecting the population pressure in India, while recruitment of teachers on the decrease at an individual institution duly reflects upon the process of economic development. This picture generally, is also applicable to other non-minority institutions. Further, point raised at these institutions for unpleasant students-ratio, is the restriction by the Government authorities on recruitment of teachers as it would mean additional burden on exchequer.

Tables: 6.7.8.9.10: State-wise Infrastructure facilities available for Minority managed Educational Institutions

3.6 It is necessary, as perceived by the experts in education, for an institution to exist in ideal conditions. This requires not just sufficient infrastructure within the institution but also several other important facilities available to the institution.

In Andhra Pradesh, all the educational institutions have electricity, toilet; while library and audio-visual aids are

available in eight-tenths of the institutions, laboratory in six-tenths, and play-ground only in four-tenths of the institutions. Medical and computer facilities find no place in any of the institutions. The four-tenths of institutions in Andhra Pradesh are situated at less than half kilometer from the bus stand, while similar proportion of institutions are in between 1/2-2 km. away from the bus stand. About one-fifth of institutions are 5 kms away from the bus stand. About eight-tenths of these institutions, however, have railway station within 3km. The post-office and telegraph office are available to all the institutions in Andhra Pradesh within 5 kms; and phone facility within 3 kms. None of the institutions have any co-curricular activities, such as, NSS, NCC and adult education programmes.

In Bihar, Chandigarh and Haryana all the minority institutions have electricity, toilet, library, laboratory, Audio-visual aids, play-ground. In Bihar and Haryana all the institutions studied, are situated between 1/2 to 2 kms. from the bus stand; and 3 kms. from the railway station. They have post office and telephone facility within the premises and telegraph office within 5 km. In Chandigarh, two-thirds of institutions are just less than 1/2 km. from bus stand and between 3 to 10 km. from railway station.

All the institutions in Delhi, Gujrat, Punjab, Tamilnadu and West Bengal have electricity and toilet facilities. While majority of the institutions in these states have library, laboratory, audio-visual aids, play-ground with an exception of two-thirds of institutions in Gujrat; more than half of the institutions in Punjab and Tamil Nadu do not have laboratory.

3.7 This general trend is exhibited in similar fashion in case of majority of institutions in various states; whereas the notable features are that one-fifth of institutions in Kerala, one-tenth of institutions in Maharashtra, one-fourth in Mizoram, and one-third in Orissa do not have electricity at the institution. A much lesser proportion of these institutions lack other facilities like toilet, library, laboratory, audio-visual aids. The majority of the institutions in various states do not have computer and medical facilities.

The majority of these institutions also have bus stand and railway station within easy reach with exception of Mizoram and Orissa where all institutions studied are more than 50 kms. away from railway station. Again post-office, telegraph and phone facilities are within the reach, while some proportions of these institutions have these facilities at longer distances than desirable.

3.9 As far as the co-curricular activities are concerned, the only uniform pattern is that the great majority of the institutions do not have these programmes with exceptions in a few states.

CHAPTER - 4

## CHAPTER - 4

### NON-FINANCIAL GRIEVANCES OF THE MINORITY MANAGED EDUCATIONAL INSTITUTIONS

4.1 . Numerous are the non-financial and other grievances of the minority managed educational institutions. If the finances of these institutions are weak, naturally the various types of facilities of modern education would not be available to them. Inadequacy of furniture for teaching and non-teaching staff, and students; inadequacy of library, laboratory, teaching aids, games and sports, hostel, and other facilities, were the common causes of grievance. The poor service conditions, lack of promotional avenues, lack of incentive, lack of health and housing facilities; inadequacy of teaching and training facilities, marked most of these institutions.

Apathy and indifference of parents, apathy of students, especially in Muslim schools, created a discouraging atmosphere. Poverty and illiteracy among these groups were greatly responsible for a deplorable condition of education among them.

Sometimes, bickerings and inner conflicts in management; between teachers; between teacher and head of the institutions, vitiated the educational environment. Institutions having little extra-curricular activities, almost no laboratory facilities and audio-visual aids, presented a hopeless situation. Numerous institutions without facilities of toilets, or separate toilets for boys and girls, poor drinking water facilities were usual.



In rural areas, school facilities had not yet been provided within a walking distance to a good number of these minorities. In village, class teaching was conducted in cow-shed, or shade of a tree etc. with single teacher. Parents prefer to send their children to work in the field. Even in urban area, no proper building, nor equipments, - such a situation prevails even today. Drop-outs among students, and truancy among teachers particularly, in the rural areas in primary schools, are the symptoms of the disease.

An analysis of the state-wise situation of grievances is presented here.

**Table: 11 (A) ADEQUACY OF FURNITURE**

i) For Students and Teachers

4.2 According to the perception of Head of Institution, in majority of the institutions in Andhra Pradesh, Bihar, Delhi, Gujrat, Karnataka, Kerala, Punjab, and in all institutions in Chandigarh and Haryana, the furniture for students and teachers were totally adequate.

All the institutions in Mizoram, Orissa and West Bengal one-third in Andhra Pradesh, five-tenths in Maharashtra and Uttar Pradesh had accepted that the furniture for students and teachers were inadequate.

ii) For Non-Teaching Staff

Large proportions of these institutions in various states also had reported that the furniture for non-teaching staff was totally

adequate, while a range of between one-fourth to all institutions in various states had reported that they were inadequate.

Two-thirds of institutions in Mizoram, one-third in Andhra Pradesh, one-fourth in Karnataka and one-tenth in Uttar Pradesh had accepted they were "not at all existing".

**Table 12 ADEQUACY OF INFRASTRUCTURE**

i) Library ii) Laboratory iii) Teaching aids

4.3 All the institutions in Chandigarh and Haryana, two-thirds of institutions in Andhra Pradesh, three-fourths in Bihar affirm that the library, laboratory facilities and teaching aids were totally adequate in their institutions. Another one-fourth of institutions in Bihar reported that they were inadequate, while one-third in Andhra Pradesh had reported either "inadequate" or "not at all existing".

All the institutions in Mizoram, Maharashtra, Orissa, and Punjab, and larger proportion in Maharashtra reported that these facilities were either "inadequate" or not "at all existing".

(c) **ADEQUACY OF FACILITIES FOR SPORTS & GAMES AND HOSTEL**

4.4 The Hostel facilities did not exist in any of the institution in Delhi, Gujrat and Haryana; for majority of the institutions in Andhra Pradesh, Karnataka, Punjab and West Bengal; and for majority of the institutions in Bihar and Kerala, and slightly less than half in Tamil Nadu and Uttar Pradesh; the hostel facilities were not available to the students.

More than half of the institutions in Punjab, Uttar Pradesh, Maharashtra and all the institutions in Orissa, Punjab and West Bengal sports and games were either "inadequate" or "not at all existing". This is also true for half the institutions studied in Delhi, Tamil Nadu and Karnataka.

**Table 13: GRIEVANCES OF TEACHING STAFF**

(a) Pay

4.5 The delay in payment of salary occurs in all the institutions of Bihar, half of the institutions in Andhra Pradesh and Delhi, merely one-third of the institutions in Orissa and Maharashtra and four-tenths of institutions in Uttar Pradesh.

In states like Gujrat, Punjab and Tamil Nadu, in as much as between one-tenth to one-fifth of the institutions payment was delayed for teaching staff.

(b) Payment of allowances

4.6 Very few states like Andhra Pradesh, Chandigarh and Tamil Nadu where between one-fourth to one-third of institutions did not pay the allowances to teaching staff.

(c) Lack of Promotional avenue and others

4.7 The sample teachers in all the institutions studied in Delhi, West Bengal and in Orissa, two-thirds in Mizoram and Tamil Nadu, two-fourths in Bihar, Kerala and Maharashtra one-third in Andhra Pradesh and Gujrat had revealed that one of their main grievances was lack of promotional avenue. It is also to be observed that in considerable proportion the teaching staff of the institutions in these states did not agree with their colleagues.

This trend persisted for lack of incentives too as a grievance. The teaching staff of these institutions were divided over this issue though proportion in either side was of much importance. This is also true of lack of health and educational facilities, and lack of training/teaching facilities.

**Table: 14 ATTITUDE OF MANAGEMENT, HEAD OF INSTITUTION AND COLLEAGUES AND NON-TEACHING STAFF**

4.8 The teaching staff consulted in most of the institutions in various states did not have much against the management whose attitude they felt was encouraging. The exception in large proportion of the institutions being in states, such as, Chandigarh and Mizoram where the teaching staff felt that the management was either "not encouraging" or "discouraging". This trend is exhibited for the attitude of Head of Institution, colleagues and non-teaching staff too.

Mizoram being the exception in all cases, where all institutions reported that the attitude of all these persons was not encouraging to the teaching staff.

**Table 15: ATTITUDE OF STUDENTS, PARENTS AND GOVERNMENT AUTHORITIES**

4.9 The attitude of students was encouraging; was the reply of teaching staff in all the institutions in Gujrat, Haryana, Orissa and Punjab, while it was so in most of the institutions in Andhra Pradesh, Bihar, Karnataka, Maharashtra and Uttar Pradesh.

More or less half of Institutions in Tamil Nadu, and Kerala, and all, in Mizoram reported that they were "not encouraging". Four-fifths of institutions in Chandigarh and Delhi reported that they were either "not encouraging" or "discouraging".

The trend on attitude of parents was less impressive than it is on students. Perhaps, teaching staff who may forgive students for their ignorance may not let the parents go out of responsibility, and the general trend among them about the parents of minority community children was that they are indifferent to the problems of their children.

The Government authorities did not command good opinion from teaching staff as the table shows that in most of the states, in more than half of the institutions, teaching staff feel that the government authorities are either 'not encouraging' or 'discouraging'.

**Table 16: LACK OF MOTIVATION OF STUDENTS**

4.10 Almost in all states, exceptions being Gujrat and Mizoram most of teaching staff consulted had reported that weak financial conditions of students was a main reason to the lack of motivation.

In Andhra Pradesh, in the perception of majority of the teaching staff, weak financial conditions of students, inadequate facilities of the school, poor opportunities for higher education and employment are the reasons to a large extent for the lack of motivation. The same reasons were quoted either as 'to a large extent' or 'to a some extent' in more than two-fourths of the

institutions in Chandigarh, Delhi, Kerala, Maharashtra, Mizoram, Orissa, Tamil Nadu, Uttar Pradesh and West Bengal.

Unimpressive curriculum was quoted in many states while unimpressive teaching was less quoted as a reason to some extent for the lack of motivation.

**Table 17: EVALUATION OF STUDENTS ABOUT THE INSTITUTION**

4.11 This table shows the opinion of students on various aspects of their institution. Though condition of one institution can not be generalised to other, an effort is made here to find out how minority institutions in different places perform their function in the educational development of minorities.

As far as teaching and studies were concerned, very few proportion of institutions in any state had been rated as 'excellent' by students. The students of all institutions in Mizoram, Orissa, Haryana and West Bengal had rated them as 'good', while none of institutions in any state was rated as "not at all good", one-third of institutions in Bihar and Tamil Nadu; and one-fourth in Kerala have been rated as "not so good".

The library and reading materials<sup>a</sup> were "excellent" in nearly three-fourths of institutions in Karnataka, while all the institutions in Gujrat and Haryana; and majority of institutions in Andhra Pradesh and Punjab they were "good".

In half of the institutions in Chandigarh and in two-thirds of institutions in West Bengal they were "not at all good"; while in all the institutions in Bihar, Mizoram and Orissa they were not so good.



The students of the majority of the institutions in Chandigarh, Delhi, Gujrat, Haryana, Karnataka and Orissa felt that the class room was good in their opinion.

The students of half of the institutions in Punjab, Mizoram, two-thirds of Bihar, and four-tenths of Uttar Pradesh had continued that they were 'not so good'.

As far as games and sports were concerned, the students of larger proportion of institutions in Chandigarh, Gujrat, Haryana, Kerala, and Punjab reported that they were good in their institutions, whereas the students of larger proportions in Bihar, Delhi, Karnataka, Maharashtra, Orissa, Uttar Pradesh and West Bengal had either said as "not so good" or "not at all good".

The extra curricular activities more or less followed similar pattern in these states.

**Table 18: EVALUATION OF STUDENTS ABOUT INSTITUTION**

4.12 The laboratory was good in all the institutions in Haryana; while it was so in three-fifths of institutions studied in Gujrat, Punjab, and half the institutions in Uttar Pradesh. The greater proportions of institutions' students had reported that either 'not so good' or not at all good. The laboratory facilities, notably, were nil in half of the institutions in Mizoram, and two-thirds of institutions in West Bengal.

The toilet facilities, the students of all institutions in Haryana had reported were 'excellent' while majority of the students in Gujrat, Karnataka and Mizoram had reported that they were 'good'.

However, in larger proportions of institutions of Bihar, Chandigarh, Delhi, Orissa, Punjab, Tamil Nadu, Uttar Pradesh and West Bengal they were 'either not so good' or 'nil'. The half of the institutions in Mizoram reported the toilet facility as 'nil'.

4.13 As a matter of fact, the non-financial grievances arise from the financial causes. Weak finances, apathy of the Governmental authorities, coupled with poor response of the community have created conditions for multiple grievances of the minority managed educational institutions. No doubt, the levels of these grievances vary from region to region, group to group, and institution to institution. They take numerous shapes in different types of institutions managed by the minorities.

4.14 In some cases, the grievance is on account of recognition or affiliation; in other cases, it is on account of recruitment, promotion, teaching and reading facilities, and sundry other small matters. The point is that the gravity of the situation must be understood and appreciated in order to remedy it.

CHAPTER - 5

## CHAPTER - 5

### CASE STUDY OF SOME MINORITY ORGANISATIONS AND INSTITUTION IN THE FIELD OF EDUCATION

#### I. Muslim Organisation & Institution:

- (a) Journey from Mufilis, Lawaris to well Managed Educational Institutions: Anjuman Taalimul Muslemeen (Jaipur)
- (b) Madina Educational Society (Hyderabad)

#### II. Christian Organisation:

The Church of North India (Nagpur)

#### III. Parsi Organisation & Institution:

The Bai Avabai Framji Petit Parsi Girl's Orphanage (Bombay)

5.1 This chapter presents case study of some minority managed organisations and institutions in the field of education. Their managerial and leadership role, their initiative, their orientation towards the community, and the cause of education, may be emulated as examples, by various other organisations and institutions. Their problems and grievances may have some common characteristics. Such organisations could be viewed as a model in the area of minorities' education which may have larger and long-term implications for the education among the minorities. One such organisation is, Sir Syed Group of Schools, in Calcutta, who are struggling, and yet making experiments in their own way, devoted to the cause of the minorities' education. They are running primary and junior High Schools on their own. They are now toying with the idea of 'Community College' to suit to the educational needs of the community with an eye to economic necessities and compulsions.

Here, two muslim organisations from Jaipur, and Hyderabad; one Christian Organisation from Nagpur; and one Parsi institution from Bombay, have been presented as separate case.

## I (a)

Journey from Miflis, Lawaris to well Managed Educational  
Institutions: A Case Study of Anjuman  
Taalimul Muslemeen (Jaipur)

5.2 From a modest beginning of one single "Islami Madarsa" under the management of the then Islami Panchayati in 1926 to the present state of about a dozen educational institutions of all types under the management of Anjuman Taalimul Muslemeen is a long journey. This chapter presents an account of the journey of a Muslim Organisation in Jaipur (Rajasthan) known as Anjuman Taalimul Muslemeen now managing a number of educational Institutions. This case study, relates to a period of nearly two decades between 1967 and 1988; how a Muslim educational institution grew over a period of two decades under the care of its management. A brief background of the case is given here. Anjuman <sup>a</sup>Talimul Muslemeen was registered under Societies registration Act 1860; It was further registered under income tax registration act 1962 for having exemption under 80-G; and also under Foreign Contribution Regulation Act 1976.

The educational institutions, particularly schools, under their management are duly recognised by the Department of education, Government of Rajasthan.

5.3 The motto of this Organisation is,

"Education is as essential in Islam as spirit in a body".

5.4 The objective of Anjuman Taalimul Muslemeen is to spread and propagate education among the downtrodden Muslim community in Jaipur.



5.5 It has made pioneering effort in Girls' education not only in Jaipur city but in the whole state of Rajasthan. There are now about 1900 girl students reading in the institutions run by them.

5.6 A little over two decades ago, the condition of Muslim schools (3) under Anjuman was rather poor academically, administratively, and financially. Salaries of the staff were neither paid in time, nor at the full rate. There was discontent and in-fighting among staff members. These institutions had no permanent source of income, except the grants-in-aid; meagre fees realized from students' and small donations collected on the eve of festivals like Idul-fitr, Idul-Zuha. Teachers and students used to beg in front of mosques on above occasions, and on friday. There were no classrooms but only open barracks without concrete floor, furniture and light. Basic minimum facilities of toilets, urinals etc. did not exist.

The Muslim secondary school campus was completely exposed on the eastern side, making it a place of night shelter for animals.

5.7 The other two schools (Muslim Boys' Primary School, and Muslim Girls' Primary School) were housed in rented buildings, and their condition was not good. The state of academy was far from satisfactory. The strength of students was approximately 650. The percentage result was discouraging. The administrative machinery was at a stand still. The credit of these institutions was at the lowest ebb. A sense of insecurity prevailed among the staff; a number of them left in disgust opting out for even lower positions elsewhere.

Looking at the condition then, schools were nicknamed as 'Muflis and Lawaris schools'.

5.8 The present management took over the responsibility of these seriously ailing institutions at this critical juncture. The immediate task before them was to improve the shattered economy and poor image of these institutions for which sustained efforts were needed.

Now, as they say, the days of mid-sixties, academically, administratively and financially are gone.

5.9 If we look at the situation today as compared to that in 1967, there is a sea change (in both quantity and quality) in the position during 1967 and 1989 as far as the educational institutions managed by the Anjuman Society are concerned.

5.10

#### Position of institutions in

1967

1988

Name and number  
of Institutions:

- |                                  |  |
|----------------------------------|--|
| i) Muslim boys' Primary School   | i) Muslim Boys' Primary School                       |
| ii) Muslim Girls' Primary School | ii) Muslim Girls' Primary School                     |
| iii) Muslim Secondary School     | iii) Muslim Model Primary School<br>(Co-Educational) |
|                                  | iv) Muslim girls' Middle School                      |
|                                  | v) Muslim girls' Senior Higher<br>Secondary School   |
|                                  | vi) Muslim Senior Higher Second-<br>ary School       |

Technical Institution

Nil

Muslim Women Industrial  
Training Institute (1)  
(recognised by the Govern-  
ment)

Non-formal Institution

Nil

- i) Adult Literacy Centre
- ii) Coaching & Training Centre

- iii) Socio-Economic Centre
- iv) Research and Survey Bureau

\* Source: Parvaz-E-Anjuman (Souvenir - Muslim Schools), March 1989, Jaipur

	1967	1988
i) <u>Strength of Students</u> (boys & girls)	650	3600
ii) <u>Sanctioned strength of Staff</u>	36	70
iii) <u>Total strength of staff</u>	36	150
iv) <u>Salary</u>	Rs.90,000=00 (1966-67)	Rs.16,00,000 (1988-89)
v) <u>Grants-in-Aid</u>	Rs.52,415=00 (1966-67)	Rs. 6,28,393 (1987-88)
vi) <u>Expenditure on Construction</u>	Almost nil	Approximately 2 lakhs (annually on an average)
vii) <u>Provident Fund during the year</u>	Rs.2700-00	Rs.85,000=00
viii) <u>Amount of Fixed Deposit</u>	Nil	Rs.1,47,000=00
ix) <u>Source of Income</u>	Donations (very nominal)	i) Donations ii) Income from rentals
x) <u>Building accommodation</u>	20 rooms (barrack type) at M.D. Road	38 rooms (old and new) 100 rooms (at Geejgarh House)
xi) <u>Books in Library</u>	4311	11,600
xii) <u>Books and Stationery store</u>	Nil	with revolving capital of Rs. 4 lakhs
xiii) <u>Garden and Lawn</u>	Nil	spacious lawns and Garden
xiv) <u>Commercial Complex</u>	Nil	i) 95 shops ii) Bank Building
xv) <u>Furniture &amp; Equipments</u> (Value in Rs.)	Not known	Rs 3,25000 (Approx.)

5.11 Besides, the Anjuman is also guiding Mohalla-wise primary cum Madarsa institutions.

The facilities, such as, laboratories, big size classrooms, hall, open court-yard, library and Reading room, craft room, toilets are also available.

5.12 Now the Anjuman has a fairly good source of income from its, 95 shops, a bank building, Book and stationery store' and substantial amount of donation collected every year by management without involving the staff and the students.

Results have gone upto 90 per cent. Its two campuses on Moti Doongri Road and Geejgarh Hose are continuously developing.

The Centre Wakf Council gave them 50 per cent matching grants, (that is, Rs.75000/- the first grant of its kind in Rajasthan) for Women Industrial Training Institute.

Some new projects have been completed.

Science laboratories with a cost of rupees six lakh fifty thousand, and Computer project at a cost of one lakh fifty thousand have been completed.

5.13 Other new projects, like Auditorium cum Community Centre', Boys' Hostel etc. have been envisaged at a cost of twenty lakh rupees raised by public donation.

5.14 There are some projects in hand for Girls' education, such as, Muslim Girls Hostel, Muslim B. Ed. college, Muslim Women Polytechnic, at a cost of rupees thirty lakhs, and assisted by Islamic Development Bank, Jeddah, Saudi Arabia.

5.15 The Anjuman Society is now recognised as one of the front ranking educational institutions in the state of Rajasthan, and among the Muslim Minority Community in India. Financial help has come from various sources including Islamic Development Bank of Saudi Arabia.

5.16 Tremendous progress has been made by the Society in the field of Muslim minority education, particularly women's education, through sustained struggle, dedicated efforts, generous help, moral support and encouragement.

5.17 Anjuman's efforts are worth emulating; and they show what managements can really do in the field of Muslim minority education through constructive approach and leadership. Spoon feeding cannot be a substitute for sustained and sincere efforts; and this is the path of progress for any backward minority community in the field of education.

5.18 From Muflis and Lawaris schools, the Anjuman turned them into economically viable-and self-reliant institutions in the service of the larger community, especially, the Muslims. The Anjuman truly stands for the 'Cause of Education'.

## I (b)

Madina Educational Society (Hyderabad)

5.19 Madina Educational Society in Hyderabad has made big strides in the field of education. They have 60 years of history and 10 years of record of service in the field of education. They are running about eight institutions, such as, public school, junior Colleges for boys and girls, including Madina Education Centre.

5.20 Their objective is to

- (i) bring renaissance in the Community (muslims),
- (ii) set exemplary trend in the field of education, and
- (iii) strive for Communal harmony.

5.21 Madina Education Centre is a modern Centre of education. Its aims are:

- (i) to train students to think in the right perspective
- (ii) to eradicate undue orthodoxy.....
- (iii) to develop clear-cut positive concepts of religious, cultural, social norms and values.
- (iv) to work for Hindu-Muslim unity and promotion of national integration.
- (v) to study and prepare comprehensive programmes for the educational upliftment of the muslim minority.
- (vi) to determine Muslim's positive role in the wider national perspective
- (vii) to rediscover Islamic intellectual and academic achievements and their presentation to modern media.

(viii) to synchronize with contemporary intellectual awakening, and scientific thinking.

(ix) to discourage extravagant wastages in marriages and other rituals.

5.22 The society has a dynamic secretary who is the driving force behind all activities of the society.

In contrast, there are also some groups of people among the minorities who have set up schools and colleges to exploit the muslim minority in the name of their welfare.

5.23 The Muslim minority Community needs much more of such dynamic and dedicated leadership; and organisations to help the cause of educational development of the Muslim minority Community which alone can remove their educational, social, and economic backwardness and poverty.



## II

## Christian Organisation

The Church of North India (CNI) (Nagpur)

5.24 The Church of North India is a united Church which evolved out of a union of the following six Churches on 29 November, 1970, at Nagpur, Maharashtra.

- (i) The Council of Baptist Churches in Northern India
- (ii) The Church of the Brethren in India
- (iii) The Disciples of Christ
- (iv) The Church of India
- (v) The Methodist Church
- (vi) The United Church of Northern India.

5.25 The Badge of the CNI represents a symbol of eternity.

5.26 Area: All the States of the Indian union except for the four states of South India, are within the bounds of the Church of North India. It covers 80 per cent of the area and 75 per cent of the population of India. Nine regional languages, as well as Hindi and english, and six major tribal languages are used within the CNI area. All the cultural differences of India's people are to be found within this Church with its congregations dispersed throughout the villages, towns and cities of a vast territory.

5.27 The poor and social justice for them are the major concern of CNI.

Education

5.28 In the area of education, The Church of North India has made great strides. It runs the following types of educational institutions:

Degree Colleges	- 12
Inter Colleges	- 30
Secondary Schools	- 150
Primary Schools	- 500
Technical Institutions	- 03
Agricultural Institutes	- 02

The services rendered by the Church of North India in the field of education among not only Christians of all denominations but all other communities are noteworthy in terms of quantity as well as quality.

## III

Parsi OrganisationThe Bai Avabai Framii Petit Parsi Girl's Orphanage (Bombay)

5.29 Several Trusts of the Parsis under the name of 'Petit' are given to the promotion of education facilities, particularly, for the poor and the needy.

They are running three schools which bear the name 'petit'. These schools cater for courses leading to the S.S.C. and I.C.S.C. examinations.

5.30 The school teaching for the I.C.S.C. is governed by the Central Board of Education whose rules and regulations permit the school to function as a minority Community managed institution having full control of its administrative and financial management.

But in the Schools teaching for S.S.C. under the Government of Maharashtra, the minority managed institutes are debarred from exercising administrative and financial controls.

5.31 The Government of Maharashtra enacted three acts.

- (i) The secondary schools code which is applicable to all schools.
- (ii) The Maharashtra Employees of Private School- Conditions of Service Rules 1981.
- (iii) The Maharashtra Educational Institutions Management Act which provides for the taking over the management of property owned by Educational Institutions.

Encroachment on right given by the Constitution:

5.32 Schedule A 1(a) of the Maharashtra Employees of Private School - Conditions of service Rules 1981, stipulates the constitution of a school Committee which would be responsible to the Government of Maharashtra for the management of the school; this is at variance with the Trust Deed of a minority Community managed institutions.

Rule 3 of the said schedule A relating to

Management and regulation of the finance of the school, appointment etc., according to them, is ultra vires to the Constitution as it violates the rights guaranteed to a minority Community.

Legal Opinion

5.33 Their legal advisors M/s Crawford Bayley and Co. gave the opinion that they were not governed by the Bombay Primary Education Act 1947, and the Bombay Municipal Corporation Act 1988.

Yet, the Education Department of the Bombay Municipal Corporation Compelled them to seek recognition and demand compliance with various orders and directives concerning financial and administrative matters which they consider, are entirely the responsibilities of the Trustees and the Management of the Trust.

5.34 Result - They never expressed any objection in complying with requests for statistical data etc. They thought that such recognition would entitle the school to:

- (i) present their pupils at all public examinations
- (ii) present pupils as candidates for scholarship examination.
- (iii) apply for registration for Grant-in-Aid from the Education fund.

5.35 A possible implication of the provisions of the B.M.C. Act imposes an obligation on the Corporation to provide for the maintenance of primary schools.

Parsi institutions except for schools under the name of 'petit' are well established, having almost no grievance.

However, some of the grievances, may be very minor or small, of the Parsi managed educational institutions, require utmost attention of the concerned authorities. The institutions bearing the name 'petit' deserve particular attention from the concerned authorities as well as the community.

CHAPTER - 6



## CHAPTER - 6

### NON-FINANCIAL AND SUNDRY OTHER GRIEVANCES OF THE MINORITY MANAGED EDUCATIONAL INSTITUTIONS AGGREGATED:

6.1 The following is the detailed summary of non-financial and other grievances of the minority managed educational institutions state-wise; some grievances are common and universal; some are specific to a particular state situation:

#### Andhra Pradesh

6.2 i) The delay in recognition was common. The reason assigned was corruption in Education Department.

The Government laid down several conditions including appointment of staff. Thus official recognition got unnecessarily delayed by the authorities, due to the indifferent attitude of the concerned authority. The permission to open new classes and recognition of these classes were not given.

- ii) Complicated procedures, and lot of unnecessary and avoidable paper-work created difficulty.
- iii) There is grievance on account of permission not being given to start technical education institution.

Neither All India Technical Education Council (AITEC) nor Osmania University nor the state Government gave permission to start technical education institution by the minorities.

Ten proposals had been rejected so far.

- iv) Red tapism in Education Department created a lot of problem.

- v) Getting recognition and renewal of recognition every year entail lot of paper-work and files to pile up; as a result, lot of time, money and efforts were wasted by the management. About fifty applications filed by classic Education Society, Hyderabad about recognition remained uncomplished.
- vi) Untrained teachers, especially in some subjects, and unfilled vacancies of teaching positions for want of good candidates, were also baneful to the quality of education.
- vii) There were very few competent teachers.
- viii) General conditions were not so good.
- ix) There was lack of element of competitiveness, particularly, among educational institutions of muslim minority.
- x) Some groups or individuals take undue advantage of the constitutional provisions. They set up schools and colleges and use them to their own purpose, as a means of exploitation, as alleged by some respondents.

#### **Bihar:**

- 6.3 i) There are a plethora of rules of the Bihar Government. The rules are interpreted by the government functionaries to the disadvantage of the minorities. This is a subject of detailed study, according to some respondents.
- ii) There are grievances against the behaviour of the government functionaries. They do not behave well. ;They are arrogant.

- iii) Lot of certificates and documents had to be submitted for the proof of minority status.
- iv) Unnecessary interference by the Educational authorities on the pretext of maintaining educational standards, was alleged.
- v) Affiliation fee is very high.
- vi) Facilities in schools depended upon the collection from students. Community assistance did not come forth.
- vii) Teaching aid, class-room facilities, indoor games, sports facilities were very much inadequate.
- viii) The posts of teachers were very often not sanctioned.
- ix) The appointment of teachers did not take place through advertisement and interview.
- x) The Pardah Nasheen Girls Schools have more grievances both financial and non-financial. They did not have regular grants, much inadequate staff, almost no teaching aid, no good facilities of class-rooms, toilets etc., poor community support. Girls' education is very much neglected.

#### Chandigarh

- 6.4 i) Most of the institutions do not have properly constituted Governing Body.
- ii) The teachers' representation in the Governing Body was inadequate.

- iii) The management was simply not concerned about the problem of the institution.
- iv) The Government authorities were totally neglectful.
- v) Some teachers had to go to the Supreme Court on account of termination of their services.
- vi) No initiative came from the Government to strengthen the existing facilities and faculties.

**Delhi:**

- 6.5
- i) Delay in recognition was alleged.
  - ii) Interference in admission policy was also alleged.
  - iii) Educational aids, films, books ought to be provided to these institutions.
  - iv) Teaching aid was inadequate.
  - v) There was lack of qualified teachers to teach in Urdu Medium.
  - vi) There was generally lack of Competent and qualified teachers. The recruitment was reported to be not on merit generally.
  - vii) Seats should be reserved for linguistic and religious minorities in Teacher's Training institutions, the teachers felt.
  - viii) In some institutions the laboratory assistant was not cooperative, said the students.

- ix) Students of minority institutions got conditioned by biased teaching.
- x) Harassment of clean shaven sikh students was alleged in sikh institutions.
- xi) Lack of parents' cooperation was alleged.
- xii) Dearth of books as according to syllabus in Urdu language particularly was alleged.
- xiii) In some institutions librarian's post was lying vacant for more than five years.
- xiv) Laboratory facilities were almost non-existent, and practicals were not done.
- xv) The problem of space is very crucial, land cost in Delhi is very high, no aid is given for purchase of land.
- xvi) prosperous group of people among muslims send their children to good schools. Only the children from less prosperous groups or weaker section come to minority schools. They are not interested because no job is available.

**Karnataka:**

- 6.6 i) Parents did not cooperate.
- ii) Students were least interested in study.
- iii) Government should do their utmost to improve the standard of education among the minorities.

- iv) Permission to open a school should be given to only those who had knowledge and experience in the field of school education.
- v) Surprise visit by Education Officers was necessary.
- vi) Refresher training from time to time ought to be arranged.
- vii) Teachers were subjected to harassment by the head of the institution in some cases.
- viii) The pay Commission's recommendations were not fully implemented.
- ix) Recognition was delayed for the last four years for a school run by Blue Nile Education Society, Mysore.
- x) The attitude of the Government officials was not unbiased, as was alleged in some cases.
- xi) Chances of promotion were nil.
- xii) In some cases, sometimes, employment was on contract basis, and the post was not being made permanent (for teachers)
- xiii) The Government nearly forced Al-Ameen College in Bangalore to close its language course in Urdu, and asked the college to send their students to Government institutions.



**Kerala**

- 6.7 i) The behaviour of management against teaching staff was suppressive and feudal type.
- ii) Even the unaided schools were harassed by bureaucrats from Education Department.
- iii) Procedural delays consumed a greater part of time and energy.
- iv) The Management did not provide free and fair atmosphere for the teaching staff.
- v) The sanction of post was always delayed.
- vi) Government rules were impractical and generally caused hardship to the school management.
- vii) U.M.H. High School Mallapuram did not have even basic facilities, no electricity, no space for staff room, no drinking water, no separate toilet for women staff.
- viii) Syllabus should be broadened in such a way as to give freedom to schools to teach religion, morality and ethics to students.
- ix) Commuting facilities were very poor for students.
- x) Matters relating to the recognition of schools and affiliation of colleges were not taken up favourably.
- xi) Students were organised by the political parties. This spoilt the academic atmosphere, said the Principal of a college.

- xii) Work was disrupted when the outsiders interfered on the pretext of "educational standard".

#### Maharashtra

- 6.8 i) There was dispute in management in Urdu High School, Buldana, owing to the report by the Charity Commissioner.
- ii) Budget was not prepared for so many years.
- iii) The term fee grants of the school were not utilised properly.
- iv) The headmaster of the school who belonged to one group did not cooperate with the managing committee of the rival group.
- v) Students were automatically promoted resulting into their weak foundation.
- vi) Trained teachers for Arabic were not available.
- vii) Ulahah Fazlahs should be declared eligible for entry into training, such as, B.Ed./M.Ed.Courses by all universities.
- viii) There should be provision of refresher course for teachers.
- ix) Text-books and other relevant materials should be supplied in time.
- x) Government should give loan without interest for construction work of the school.

- xi) The sanction of teacher's posts on the basis of recognised number of sections resulted in partial allocation of funds and teaching positions which in turn inhibits the development of the school.
- xii) Interference by the District Education authorities were unnecessary and avoidable at least in un-aided autonomous schools.
- xiii) Special grants should be given to primary education, technical education, vocational education, and girls education.
- xiv) Government should provide land, electricity and water free of cost to minority institutions.

#### **Mizoram**

- 6.9 i) Teaching facilities were not adequate.
- ii) Development of the institution is hindered due to lack of resources.
  - iii) Political leaders interfere in the selection of teaching and non-teaching staff, as a result, selection is generally not based on merit.
  - iv) There was usually delay in sanctioning the post.

**Orissa:**

- 6.10 i) The teaching staff was inadequate.
- ii) The facilities enjoyed by the teachers of the Government schools were not available to the teachers of the minority schools.
- iii) Audio-visual aid, furniture etc. were inadequate.

**Panjab:**

- 6.11 i) The role of school/college management was not positive; it should be marginalised.
- ii) Rules regarding leave were not followed, and the staff suffered a great deal.
- iii) Selection of teachers was not usually on the basis of merit.
- iv) Teaching aids, facilities of hostel, libraries, recreation centre, sports, facilities for day scholars were inadequate.
- v) Low parental guidance and motivation.
- vi) Management's indifference.
- vii) Student's indifference towards studies.
- viii) No housing facility
- ix) No training facility
- x) Not much promotional avenue.
- xi) No incentive for good work.

**Tamil Nadu:**

- 6.12 i) Long leave of different categories was not sanctioned immediately.
- ii) Leave vacancies, short-term vacancies were not filled up due to inordinate delay in sanctioning post by Government.
- iii) Parents do not pay much attention to the attendance and studies of the students.
- iv) There was procedural delay in sanctioning additional post/filling existing vacancies due to retirement and maternity leave.
- v) There was delay in approving of the appointment made in permanent post.
- vi) There was delay in approving of the promotion made.
- vii) There was delay in getting approval for making fresh appointments.
- viii) The post was not sanctioned in which a teacher was working for ten years in a school.
- ix) There was inordinate delay in sanctioning the post; therefore, the salary was withheld for a year.
- x) Some muslim institutions' managements have implicitly adopted a policy of selecting teachers from only non Muslim Communities.

- xi) The additional post of professor is never created; as a result, the teachers feel dejected.
- xii) The management is pursuing neither a policy of merit nor a policy of favour to the minority Community. The post is filled up by the highest bidder among the qualified.
- xiii) The head of the institution instead of acting as educational administrator is usually bent upon fulfilling the whims and fancies of the management.
- xiv) There is no training for non-teaching staff which results in inefficiency.
- xv) Even after more than a decade, the recognition is not granted.
- xvi) Adequate staff was not provided, and no non-teaching post was allotted in Primary School.
- xvii) For every three years lot of certificates are required to be produced for getting temporary recognition.
- xviii) Academic load was heavy.
- xix) Teachers and Head of the institution are treated like slaves by the management.
- xx) It is difficult to get trained teachers for urdu medium.



**Uttar Pradesh:**

6.13 i) Official recognition takes so much of time in Communication.

ii) In scores of cases, recognition was delayed for more than a decade.

iii) Private institutions are forced to give bribes to get recognition.

iv) The Government ordered to admit more students but did not allow to open new sections nor did sanction any additional post.

v) There was too much government interference.

vi) The sanctioned posts of teachers were quite insufficient to the strength of students in schools.

vii) Every type of hindrance was existing for recognition, registration of professional, technical and training institutions.

viii) Minority institution's status was always delayed and given only after much harassment.

ix) The procedure to get approval of the appointment is cumbersome.

x) Appointment of teachers for new sections was always delayed.

- xi) Maladministration and lack of effective management had been alleged.
- xii) Attitude of the head of the institution was not encouraging and cooperative.

**West Bengal:**

- 6.14 i) Drinking Water facilities in several educational institutions, particularly in Darjeeling region, were very much inadequate.

**Summary:**

6.15 If we sum up, the following common non-financial and miscellaneous other grievances come to the fore:

- i) There was generally a gap between the establishment and the recognition of a minority educational institution of unreasonable duration. In many cases, the gap was too long. In many other cases, the recognition had been pending for more than ten years. So, the delay in according recognition was a common grievance.

There are several conditions laid down, complicated procedures, unnecessary and avoidable paper work, indifferent attitude of the concerned authority, corrupt practices in the concerned department, non-compliance of applications and letters etc., delay the accord of recognition. The difficulty in recognition was a common grievance .

- (ii) In some of the states, there is grievance on account of denial of permission to start institution of technical education.
- (iii) Renewal of recognition every year which again requires a lot of paper work and files to pile up, also wastage of money and time, was another area of grievance.
- (iv) A plethora of rules, interpreted by the government functionaries to the disadvantage of the minority institutions in terms of determining and declaring their minority status creates difficulties.
- (v) Lot of certificates and documents to be submitted for the proof of minority status overburden the office with paper work.
- (vi) Indifference and arrogant behaviour of the government functionaries.
- (vii) Unnecessary interference by the educational authorities on the pretext of maintaining 'educational standards' and 'excellence'.
- (viii) Not so qualified and untrained teachers especially in some subjects, like Urdu, Arabic etc.
- (ix) Dearth of books, as according to syllabus, in language medium, particularly urdu medium.
- (x) Inadequate or sometimes non-existent teaching aid, audio-visual aid, class-room facilities, facilities of games and sports, drinking water, separate toilet facilities for boys and girls etc.

- (xi) Vacant posts of teachers and library staff, unsanctioned posts, difficulty in obtaining sanction of posts, and approval of appointments and promotions made to teaching posts.
- (xii) Poor living and service conditions of the teaching and non-teaching staff.
- (xiii) Non-availability of grievance redressal machinery, difficulty of teachers in the event of termination of their services.
- (xiv) Court cases between rival groups in the Governing Body, between the teaching and non-teaching staff on the one hand and management on the other hand.
- (xv) Lack of concern on the part of management for the educational institution.
- (xvi) Feudal outlook and attitude of the members of the management.
- (xvii) Interference of the politicians and party groups in the affairs of the institution particularly among the students.
- (xviii) Lack of willingness and concern on the part of the local community, local leaders.
- (xix) Apathy of the parents due to various reasons, such as, illiteracy, poverty, backwardness etc.
- (xx) Automatic promotion of students from one class to another at the primary, middle and secondary levels.

(xxi) Drop-outs among the children, particularly, at the primary, and middle levels.

(xxii) Dearth of competent, and qualified, and dedicated teachers.

(xxiii) Narrow groupism among teaching and non-teaching staff.

(xxiv) At times, Partisan attitude of the head of the institution, or, members of the Governing Body.

(xxv) Delay in sanctioning leave of different types; leave rules not being followed.

(xxvi) Heavy academic burden on teachers, and load on students.

(xxvii) Difficulty in registration and recognition of professional, technical and training institutions.

(xxviii) Indifference towards girls' education, particularly among the Muslims, and the Buddhists.

This is not the case with the Christians, the Sikhs, and the Parsis. In these communities sometimes, the girls outnumber the boys in the field of education.

The major areas of grievances related to,

- (a) recognition of the institution.
- (b) recruitment of teachers.
- (c) service conditions of teaching and non-teaching staff.
- (d) training of teaching staff, particularly, Urdu and Arabic teachers.
- (e) medium of instruction, particularly, books, reading materials etc. in Urdu.

The real concern should be not only to propagate education but also to provide quality education of general, technical and vocational type.

CHAPTER - 7



## CHAPTER - 7

### CONCLUSION:

#### Summary of Suggestions and Recommendations

7.1 The scenario of education among the minority managed educational institutions in India was not the same in all regions; nor was it very sanguine. It presented a mixed kind of picture of the situation. It varied from state to state; region to region; institution to institution; management to management. It was struck by lack of Coherence and uniformity.

7.2 However, the minority educational institutions and their managements faced some Common problems, and had some common grievances.

Some major non-financial grievances of the minority managed educational institutions related to:

- (i) recognition
- (ii) affiliation
- (iii) medium of teaching
- (iv) recruitment and training of teaching staff
- (v) admission
- (vi) Curriculum, teaching aids etc.
- (vii) attitude of parents and students
- (viii) regulatory measures and disciplinary control
- (ix) constitution of the management Committee
- (x) determination of the minority status, etc.

7.3 The Buddhist and the Muslim minorities were educationally more backward, and much less competitive. The Christians, the Parsis and the Sikhs were educationally more progressive and relatively much more competitive. Yet, there were some Common grievances of all the minorities educational institutions. Their grievances were (i) financial, (ii) managerial, and (iii) situational.

7.4 In view of these several common grievances, a summary of suggestions and recommendations on the basis of our analysis and study is presented here.

**Good administration for the sake of Good Education: Reasonable Regulation**

The right of minority managed educational institutions to appoint Principal, headmaster and other staff; their right to terminate the services of the staff after proper enquiry should not be restricted or interfered with.

But at the same time, it must be borne in mind that the right to administration of educational institutions did not mean the right to mal-administration. The state might prescribe reasonable regulations to ensure the excellence of the minority institutions.

This, in fact, must ensure two things:

- (i) The management should well administer the institution; and
- (ii) The government functionaries in Education Department must act fairly and impartially without prejudice, and must not unnecessarily interfere in the name of 'prescribing

regulations to ensure the excellence of the minority institutions'.

Basically, the aim of both the management and the Government was to create conditions for good administration for the sake of good education.

All the same, for claiming the right under Article 30 of the Constitution, to administer their own educational institutions, the verdict of various Courts that the institution must be an educational institution of the minorities in 'truth and reality', and not merely 'masked phantoms', must also be kept in mind.

#### **Representation of Teachers in the Governing Body**

7.5 In order to create a sense of belongingness to, and participation in the educational institution, the representation of the teaching staff on the governing body of a minority managed educational institution should not remain a debatable point. Proper representation of teaching staff on the governing body of these institutions should be given. In an age when participative management was going to be practised as a current concept, the denial of representation to the teaching staff on the governing body appeared to be beside the point. There should be proper representation of the teaching staff on the Governing Body of the Minority managed institutions.

#### **Affiliation with reasonable condition:**

7.6 A minority managed educational institution might be affiliated to a university or Board with reasonable conditions, as relating to a

certain course of study in the interest of maintaining educational excellence. The conditions should not be such as to deny progress and autonomy of the institution, or, to take away the freedom of the management of administration.

**Recognition should not be rejected without timely Communication of reasonable grounds**

7.7 Recognition of an educational institution could be refused on a reasonable ground, e.g., needs of the Community.

Recognition should not be refused on the mere ground that the school did not own a building of its own, where a building was available on lease or licence of the Trust, which proposed to start the school.

Recognition was an area where the grievance accumulated. In several cases, in some states, the recognition had been pending for more than 10 years, or, a number of applications for recognition had no compliance.

### **Regulatory Provisions**

7.8 At times, some confusion was created on account of the interpretation of some regulatory provisions in the Constitution. By virtue of article 30(1) two rights were guaranteed to religious minorities, viz., 'right to establish' and 'right to administer educational institutions of their own choice'.

It must be clearly understood that the extent of this right was to be determined not with reference to 'any concept of necessity of general social interest', but with 'reference to the educational

institutions themselves', that is, with reference to the goal of making the institutions 'effective vehicles of education for the minority Community, or other persons who resort to them.'

Any regulatory measures designed to achieve this objective should not be considered as encroachment upon the right guaranteed by article 30(1) of the constitution.

To illustrate, Section 19 of the Delhi Education Act, 1973 required that the scales of pay and allowances, medical facilities, pension, gratuity, provident fund and other prescribed benefits of the employees of a recognised private school should not be less than those of the employees of the corresponding status in school run by the appropriate authority.

Any procedure or regulation for enforcement of the above requirement which was aimed at attracting competent staff and thereby at the excellence of the educational institution, might be accepted as a permissible regulation, and good for the educational institution. Such regulatory measures should not be treated as an encroachment upon the right of the minority.

### **Teaching of Urdu**

7.9 Promoting the teaching of Urdu by the formation of a cooperative society of writers for publishing their works in urdu; retention of urdu script; adoption of a common scientific and technical terminology, were some the recommendations of Gujral Urdu Committee (1972); these recommendations should be adopted and

vigorously pursued in order to make the teaching of urdu, or teaching of other subjects through urdu medium truly effective.

#### **Language formula**

7.10 Some of the minority Associations, and some government agencies claimed that the language formula adopted in different states caused much strain on the minorities. For instance, in Andhra Pradesh, the state government followed 3-language formula, because of which, the minorities, whose mother-tongue was other than Telugu, were forced to learn 4 languages. However, since learning of all these languages was relevant in one context or another, it remained to be analysed by the language experts whether such strain inhibited the growth of the children, or it ensured the proper development of the Child and made him conversant in many languages.

#### **Need of Balwadis and Anganwadis**

7.11 It was also suggested by Andhra Pradesh Minorities Commission that primary education could be undertaken by the government through Balwadis and Anganwadis in minorities concentration areas. In a country where the poor and backward muslim Communities did not send their children to schools even after the child attained 6 years of age, Balwadis and Angawadis were best suited to their needs. However, the early nursing and educational care centres of the child for the weaker among the minority groups might be set up with adequate publicity and community support.



### **Norm for Granting minority Status**

7.12 The decision of the Basic Shiksha Parishad, Uttar Pradesh, not to grant minority status to any junior high school was unique in approach. In granting minority status, the norms evolved by the Government of India should be followed, or the states should evolve their own norms as modelled on the norms of Government of India.

### **Inclusion of Government Representative in Recruitment Committee:**

7.13 The inclusion of government representative in the recruitment Committee was tantamount to force minorities to forfeit their right to 'administer' the institution they established. There should be no inclusion of government representative or University representative in their recruitment Committee.

### **No Application of Rules of Reservation:**

7.14 The application of the rules of reservation in admission to the minority institution operated against the interest of the minorities. They should not be applied, or they should be applied after examining pros and cons.

### **Streamlining and Modernizing the Curriculum**

7.15 In relation to government schools and other non-minority schools, the curriculum which was followed in minority managed educational institutions, particularly, the muslim Madrasa, and Buddhist monastery, was Oriented to a culture of isolation of the Community. Their curriculum needed to be streamlined and modernised



in order to enable the students to compete with the larger groups in the society.

**Trained Teacher in Urdu:**

7.16 The posts of Urdu teachers lie vacant for years together as trained teachers in the subject were not available. Provision should be made for ulemah, Urdu teacher/Arabic teacher to get entry into the training courses, or, Orientation courses.

**Review Committee:**

7.17 A review Committee to look into various aspects of minorities' education at every level with due representation from minority Community's eminent persons, should also be thought of.

**Media support for awareness and Community Consciousness:**

7.18 Non-cooperative and uninspiring attitude of the management, teachers and students, apathy and indifference of parents were another areas of handicap in case of the minorities' educational institutions. An awareness and community consciousness was required to be created with media support, particularly, television. This might lead to greater Community participation and support in terms of improved condition of funding as well as education.

To bring a muslim minority educational institution at par with other institutions in terms of quality of education, special attention of the Government was needed. Regular and timely payment of salary to the staff; better working and living conditions for them; well equipped library and laboratory; training and orientation courses for teachers; hostel facilities to students; updated and

modernized curriculum; special arrangement for the teaching of Home Science for girls; fairly good number of scholarships to students, were required to be ensured. An element of competitiveness was required to be created among these institutions.

#### **Simplification of Rules and Procedures:**

7.19 In matters of recognition, rules and procedures should be simplified, grounds of rejection should be quickly communicated; time limit in this regard should be fixed. Corruption in the system and red-tapism had distorted the image of the Government. This needed rectification.

#### **Orientation Course:**

7.20 Regular Orientation training or refresher course for teachers would be advisable in order to improve the quality of education.

#### **Supervision and Control:**

7.21 Within the framework of the constitutional provisions, rules and regulations, exercising control and supervision would be advisable. The Government should pay immediate attention to the minority educational institutions. Many of our respondents also felt that the Minorities Commission should send their people to supervise all financial aid, and other educational matters from time to time. It would have a salubrious effect on the effective management and quality of education of these institutions.

#### **Minorities Institutions must shun Isolationism:**

7.22 Sir Syed Group of schools in Calcutta (who were self supporting; and were not receiving any grants) felt that the minority managed educational institutions did have a responsibility

to propagate the culture of particular minority community. At the same time, they suggested that these schools should shun isolation, and be open to new ideas and Common heritage of our nation.

#### **Minorities Cell:**

7.23 They suggested that a provision might be made to create a 'Minorities' Cell attached to the Directorate of Education in each state so that they could help scrutinize each proposal for grants-in-aid, accord of recognition etc., on merit.

Simultaneously, there was another question that came into the mind, whether a Directorate or a Minority Cell could remove the financial and non-financial grievances of the minority managed educational institutions, if the functionaries in these organisations didnot efficiently and effectively work, if the function became routinised, if the minority institutions themselves did not make efforts to grow and develop.

#### **Preservation of Culture and heritage: Paradox of the Parsi Institution:**

7.24 The lepches changed from the lepcha speakers to the Nepali speakers under the influence of the Nepalese in the Himalayan region of Darjeeling and Sikkim. The young Parsis Changed from Parsi Gujrati to English speakers. They had turned 'Parsenglish'. So there was a decline in the Parsi culture. Parsis changed from Parsi Gujarati speakers to Parsi-English. It was open to question how far the educational institutions of this minority group (Parsis) had been able to preserve their culture and heritage - which was what the Indian Constitution, by granting the 'right to establish and

administer educational institutions, meant to achieve. The Supreme Court Judgment on St. Stephen's College Delhi, and Allahabad Agriculture College, regarding minorities' rights to establish and administer educational institutions related to preservation of their culture, tradition and heritage.

In the changing context of society, over the past century and during the last few decades, the Parsi minority Community had been greatly transformed, particularly, in respect of their culture and tradition. They had become more, anglicized' or 'westernized'. This was reflected from their own educational institutions which the Parsis had been running.

The Government of Maharashtra did not discriminate between institutions in the name of religion. At the same time, the religious minorities, as it was envisaged in the Indian Constitution, would establish their own institution and administer them. The Parsis had their own trusts, Councils, Charities and Panchayat which were instrumental behind their educational institutions. Yet, Parsi Community was on decline. Preservation of their culture was in crisis.

Side by side, there were certain other factors to be taken into account. The increasing pace of urbanisation particularly in metropolitan city like Bombay, the City of Surat in Gujrat, which remained the seat of Parsis; their openness to wider external influences, particularly the modern West; their entry into professions, business, and industry (for some decades of this century, the Parsis remained as top class business and industrial

section (Tatas, Godrej etc.); these influences combined together, created a revolutionary change in the world outlook of the Parsis, particularly, the youths. The equality of sexes was more sharply visible among them. They had also formed Intermarried Parsi Gujrati Association under the changed situation, which was further in the process of change. In their case, One cannot see any harmony between the spirit of the Constitution and the spirit and aspirations of the people. The people were much ahead of their time and the spirit of the Constitution (to establish and administer institutions for preservation of culture and heritage). All the Parsi institutions had become anglicized and westernized. This was the crisis of the present situation, and the crisis became more aggravating when the Community was small and urbane.

#### **Need of the Buddhist Educational Institution:**

7.25 The Buddhist educational institutions were very much scattered; it was no easy task to get the precise information about them.

- (i) There was no dispute regarding the Constitution of the Buddhist managing Committee. Their managing Committee was elected.

The Buddhist institution had its own Committee to look after the maintenance of the institution.

- (ii) The institution had its own method of teaching.
- (iii) Only male students were allowed in the monastery. They gave education in Tibetology to the Lamas from the Primary stage. They had no provision for education of female.

Very much like the education in the Muslim Madresa, the education in the Buddhist monastery needed to be modernized in order to Cater to the Changing needs of the monastery as well as the main-stream of the social life of the Buddhist.

**A comprehensive and uniform policy required:**

7.26 (i) A comprehensive and uniform policy keeping in view the problems and conditions of the minorities institutions might be evolved and adopted, and regulations be framed in regard to,

- (a) recognition
- (b) recruitment of teachers
- (c) admission of students, particularly in vocational, technical and professional institutions, at the national level by the Minorities Commission. In this respect, the norms evolved by the Minorities Commission in December 1988, and the Department of Education, Government of India in October 1989, regarding recognition and recruitment of teachers, should be unequivocally accepted by the states and implemented.

(ii) Similarly at the state level, within the broad framework of the above policy and regulations, norms might be laid down for

- (a) recognition
- (b) recruitment
- (c) admission of students in vocational, technical and Professional institutions.

- (iii) The administrative delay in these matters which had become the order of the day, was indefensible. It could be avoided if reasons were assigned for not giving recognition as stipulated in the norms and principles evolved by the Minorities Commission, and also the Government of India.

Norms might be laid down and followed in admission for students of the particular minority community, and also for students of other community within the framework of the Judicial pronouncements of the Supreme Court of India (in st. Stephen's college, Delhi; and Agriculture College, Allahabad case). However, the situation would differ from region to region, institution to institution, and one minority group to another minority group. This would call for some flexibility and imaginative application of the Judicial pronouncements.

The National Policy on Education and the programme of Action which were formulated by the Department of Education, Ministry of Human Resource Development, Government of India, envisaged that guidelines for recognition of the minority managed educational institutions and for the timely disposal of applications for such a recognition should be laid down. Accordingly, each state government/Union territory was expected to formulate its recognition policy and give wider publicity to the same.

The Minorities Commission also prepared a set of guidelines for determination of minority status, recognition and related matters in respect of minority educational institutions, and circulated the



same to the state Governments/Union territories in December, 1988, for facilitating the formulation of these guidelines by them. Since much progress could not be made by many states and Union territories Administrations in evolving these guidelines and norms, the Department of Education, Government of India evolved broad policy norms and principles for recognition of minority managed educational institutions other than those meant exclusively for imparting religious instruction, and forwarded them in October 1989 to the state Governments/Union territories for appropriate action at their end.

These policy norms and principles are given as hereunder:

Minorities commission, Government of India

Guidelines for Determination of Ministry Status, recognition and related matters in respect of minority educational institutions under the constitution of india

1. Determination of Minority Character of an Educational Institution.

The benefits of Article 30(1) can be claimed by the community only on proving that it is a religious or linguistic minority and the institution was established by it. The question of proof in a Court of Law is regulated by the provisions of the Indian Evidence Act. This Act requires that when there is a written document, other evidence is to be excluded but if there is no written document, other evidence is admissible.

2. Objects of Establishment of Minority Educational Institution:

It is not always necessary that the objects for which a minority may establish educational institutions must include the conservation of its language, script, or culture. Article 30(1) only emphasises that the body establishing and administering an educational institution belongs to a minority based on religion or language. It says nothing about the character of education to be imparted by them. Hence, an institution will be a minority institution, even if it imparts secular education. Once it is proved to be a minority institution, the character of education to be imparted and of administration will be at the choice of those who can administer it. In these matters, the choice cannot be of any one else.

3. Fulfilment of Statutory Requirements for seeking Recognition.

An institution seeking recognition must fulfil the statutory requirements concerning the academic standards, the qualifications of teachers, and of the students seeking admission. It must have the financial resources and the capability to run on a sustained basis. When the applications seeking recognition are not considered favorably, grounds of rejection must be communicated to the educational institutions filling such applications so as to enable them to overcome obstacles to their early recognition.

#### 4. Medium of Instruction in Minority Educational Institutions

The State Government or the University is not empowered to prescribe the medium of instruction to be followed by minority educational institutions. However, in case of institutions receiving grants-in-aid, there are certain standards or proficiency to be observed: No decision, within our knowledge lays down that teaching of a State language compulsorily is within such conditions for grant of aid. But, if such a condition is laid down, the institution receiving the aid will be well advised to observe it.

#### 5. Constitution of Governing Bodies in Minority Educational Institutions

The Minority educational institutions must be free to induct competent and reputed individuals from other communities in the Managing Committees/Governing Bodies. The minority character of an institution is not impaired so long as the constitution of the Managing Committee/Governing Body provides for an effective majority to the members of the minority community.

The State should not have any power, directly or through the University, to direct the constitution of the governing bodies in a manner so as to deprive a minority of the effective administration of its educational institutions. However, the State or the University may lay down general guidelines to ensure that only qualified persons find a place in the Governing Bodies.

6. Disciplinary Control over Staff in Minority Educational Institutions

While the managements should exercise the disciplinary control over staff, it must be ensured that they hold an inquiry and follow a fair procedure before punishment is given. With a view to preventing the possible misuse or power by the management of the Minority Educational Institutions, the State has the regulatory power to safeguard the interests of their employees and their service conditions including procedure for punishments to be imposed.

7. Admission of Students in Minority Educational Institutions:

The minority educational institutions must have the freedom to give special consideration to the students of their own community in matters of admission. Government should not insist on admission in these institutions being thrown open to all strictly in order of merit. The Government can not enforce the rules of reservation in favour of Scheduled Castes, Scheduled Tribes, and other backward communities for admission of students in these institutions.

In granting admissions to children belonging to the minority community itself, rules of natural justice and fair play must be applied and donations or other extraneous factors should not be allowed so as to discriminate against the less advantaged children from the same minority community.

### 8. Appointment of Teachers in Minority Educational Institutions:

The Government cannot enforce the rules of reservation in favour of Scheduled Castes, Scheduled Tribes and other Backward Classes for the posts of teachers and other staff in minority educational institutions.

### Government of India, Ministry Human Resource Development & and Department of Education

#### POLICY NORMS AND PRINCIPLES FOR RECOGNITION OF MINORITY MANAGED EDUCATIONAL INSTITUTIONS OTHER THAN THOSE MEANT EXCLUSIVELY FOR IMPARTING RELIGIOUS INSTRUCTION:

1. Minorities can be based either on religion or on language.
2. Minorities may be in terms of a religious or linguistic community which is numerically less than 50 per cent of the population of the State concerned.
3. The agency managing the educational institution will have to possess some legal status - an Association of persons registered under the Societies Registration Act or a body with corporate soul etc.
4. Admission into minority managed educational institutions need not be confined to members of the minority.
5. Right to administer educational institutions shall be subject to reasonable regulations, which may include:-
  - stipulations regarding conditions of recognition by relevant authorities (such as Directorate of Education, Boards of Secondary Education, Universities, AICTE);

- qualifications and conditions of service of teachers;
  - a requirement that the educational institutions run by a minority shall do nothing which may come in the way of communal and social harmony;
  - a requirement that the institution will not use its privilege as minority administered institution for pecuniary benefit of an individual or group;
  - disciplinary rules of the institutions in respect of their teaching and non-teaching staff being consistent with principles of natural justices;
  - observance of principles of sound administration;
  - enforcement of general laws of the land pertaining to the educational institutions concerned.
6. The minority managed educational institutions shall have the freedom to appoint any qualified candidate, but it would be advisable for them to select teachers and other employees through Employment Exchange or open advertisement.
7. Teachers in minority managed educational institutions should possess requisite qualifications.
8. The regulations shall not be such as to render the constitutional rights of the minorities nugatory for example.

- Conditions that the Government shall have the right to take over the management of the institution;
- that the Government shall have powers to constitute managing committees;
- that the Governing Body of the institution shall include persons other than members of the minority community;
- that the Government can require the institution to reserve seats;
- that scholars of the institution would not be eligible to opportunities in higher education;
- that the Government shall have the right to insist on use of any language as the medium of instruction;
- that the institution shall not charge fees from students, etc.

The stipulations should be regulatory and/or educational character and conducive to making the institutions effective vehicles of education for minority communities.

9. There shall be no discrimination between minority and non-minority educational institutions in the matter of sanctioning grants-in-aid. Such grants-in-aid can be made conditional upon appropriate regulatory measures to ensure that the funds are used for purposes for which they are sanctioned.



10. Minority managed educational institutions receiving State aid.

- shall not deny admission to persons outside the minority on grounds of religion, caste, etc.
- shall not, without the consent of the pupil or his guardian, impart religious instruction or compel students to attend religious workshop.

11. Procedures should be clearly laid down in respect of -

- Eligibility of a society/trust to be treated as minority;
- competent authority to grant recognition;
- time limits for making decision.

12. Where recognition is not considered favourably, grounds of rejection shall be communicated to the educational institution to help it overcome obstacles in the way of recognition.

7.27 Modelled on these norms and principles, the state Governments and union territories Administrations ought to evolve their own guidelines for recognition of the minority managed educational institutions; and wide publicity should be given to them through national and regional newspapers and television. The publicity could be given in English, Hindi, Urdu and various local languages of the region, so that the agency claiming to manage such institutions would be fully aware, and should have no cause of

grievance in regard to the recognition of the institutions established by them.

However, item no.12 of the policy norms and principles as circulated by the Department of Education, Government of India, should receive careful attention:

"Where recognition is not considered favourably, grounds of rejection shall be communicated to the educational institution to help it overcome obstacles in the way of recognition."

During our investigation it transpired that the communication about the grounds of rejection of recognition was generally not made, or the communication took its own time. It was here that the bureaucratic or procedural delay or even arrogance on the part of the Government functionary was reported. The institution suffered a sense of discrimination and neglect by the concerned authority, or often complained of 'corruption' in the concerned department. This led to the accumulation of grievance. This must also be conceded that the matter of recognition was a major area of grievance among the minority managed educational institutions. Specific guidelines on the model of the norms prepared by the Government of India ought to be evolved by the states and union territories Administrations; or the guidelines prepared by the Centre ought to be accepted by the States. If the states did not prepare the guidelines within a specific period, the Minorities Commission, now with their statutory status, could prevail upon the Government of India and state Governments to accept the guidelines circulated by the Department of Education, Government of India in October 1989.

At the same time, the guidelines circulated by the Minorities Commission, Government of India, regarding,

- determination of minority character of an educational institution.
- Objects of establishment of minority educational institution.
- fulfilment of statutory requirements for seeking recognition.
- Constitution of Governing Body,
- Disciplinary Control over staff,
- Admission of students,
- Appointment of teachers, in minority educational institutions, might also be used as a useful instrument by the States/union territories administrations for evolving their own guidelines.

7.28 As a matter of fact, the Guidelines issued in December 1988 by the Minorities Commission; and norms and Principles for Recognition of minority managed educational institutions, circulated by the Government of India, Department of Education, in October 1989, should be together used to evolve guidelines by various states and union territories administrations. This process of evolving guidelines ought to be completed by various states and union territories administrations within a specified period.

Beyond the stipulated period the Minorities Commission might use their good offices to prevail upon the states and union territories administrations to accept the guidelines evolved by the Government of India. Time-bound policy approach in this matter would be needed.

## APPENDICES

## TABLES

TABLE - 1

PERCENTAGE DISTRIBUTION OF BREAK-UP OF INSTITUTIONS  
STUDIED IN DIFFERENT CATEGORIES

TYPE OF INSTITUTION	MUSLIM (%)	CHRISTIAN (%)	SIKHS (%)	PARSI (%)	BUDDHISTS (%)	TOTAL OF ALL TYPES OF INSTITUTIONS
1. Primary School	18	7	-	9	17	70
2. Upper Primary	5	7	-	-	17	25
3. Secondary	22	14	14	82	50	150
4. Higher Secondary	29	36	14	-	-	125
5. Pre-University/ Inter College	5	-	7	-	-	20
6. Graduate	11	7	43	9	16	80
7. Post Graduate	8	29	22	-	-	60
8. Professional/ Technical	2	-	-	-	-	5
Total	100	100	100	100	100	535



TABLE - 2

PERCENTAGE DISTRIBUTION OF AIDED & UNAIDED  
INSTITUTIONS INCLUDED IN THE STUDY

RELIGION	AIDED (%)	UNAIDED (%)	NO. DATA (%)	TOTAL (%)	TOTAL NO. OF QUESTIONNAIRES
1	2	3	4		
1. Muslim	68	31	1	100	310
2. Christian	79	21	-	100	70
3. Sikhs	72	14	14	100	70
4. Parsi	73	27	-	100	55
5. Buddhists	100	-	-	100	30

TABLE 3

PERCENTAGE DISTRIBUTION OF INSTITUTIONS IN  
 'TIME-GAP' BETWEEN YEAR OF ESTABLISHMENT OF  
 INSTITUTIONS & YEAR OF RECOGNITION OF THE  
 INSTITUTION

TIME-GAP	MUSLIM (%)	CHRISTIAN (%)	SIKHS (%)	PARSI (%)	BUDDHISTS (%)	TOTAL NO. OF QUESTIONNAIRES
1	2	3	4	5	6	7
1. Same Year	55	64	57	45	66	300
2. 1 Year only	6	-	29	9	17	50
3. 2-5 Years	13	7	14	28	-	70
4. 6-10 Years	6	29	-	-	17	45
5. More than 10 Years	13	-	-	9	-	45
6. No Data	7	-	-	9	-	25
Total	100	100	100	100	100	535

TABLE 4

PERCENTAGE DISTRIBUTION OF TEACHING STAFF THAT  
BELONGS TO MINORITY COMMUNITY

PERCENTAGE OF TEACHING STAFF THAT BELONG TO ALL MINORITY COMMUNITIES	NO. OF INSTITUTIONS IN THE DISTRIBUTION					TOTAL NO. OF INSTITUTIONS
	MUSLIM	CHRISTIAN	SIKHS	PARSI	BUDDHIST	
Below 10%	Nil	Nil	Nil	Nil	15	15
10-25 Percent	5	Nil	5	15	Nil	25
25-50 Percent	20	10	15	40	15	100
50-90 Percent	110	45	25	Nil	Nil	180
90-100 Percent	175	15	25	Nil	Nil	215
Total	310	70	70	55	30	535

TABLE 5

PERCENTAGE DISTRIBUTION OF INSTITUTIONS ACCORDING  
TO TEACHER-STUDENT RATIO

SL. NO.	TYPE OF INSTITUTION	NUMBER OF STUDENTS PER TEACHER				TOTAL (%)
		1-30 %	30-60 %	60-100 %	Above 100 %	
1.	Primary	57	36	7	-	100
2.	Upper Primary	80	20	-	-	100
3.	Secondary	61	33	3	3	100
4.	Higher Secondary	40	60	-	-	100
5.	Pre-Univ./ Inter College	100	-	-	-	100
6.	Graduate	63	37	-	-	100
7.	Post Graduate	58	42	-	-	100
8.	Professional/ Technical	100	-	-	-	100
Total Questionnaires		310	210	10	5	535

TABLE - 6

PERCENTAGE DISTRIBUTION OF INSTITUTIONS HAVING MINIMUM  
FACILITIES AT THE INSTITUTION

STATE	ELECT- RICITY %	TOILET %	LIBRARY %	LABORA- TORY %	AUDIO- VISUAL AIDS %	PLAY GROUND %	MEDI- CAL %	COMPU- TER %	TOTAL NO of INSTITUTIONS STUDIED
1. Andhra Pradesh	100	100	80	60	80	40	0	0	25
2. Bihar	100	100	100	0	100	100	0	0	5
3. Chandigarh	100	100	100	100	100	100	0	0	15
4. Delhi	100	100	100	75	100	75	0	0	20
5. Gujrat	100	100	83	33	83	100	33	0	30
6. Haryana	100	100	100	0	100	100	100	0	5
7. Karnataka	100	95	100	20	45	90	50	65	100
8. Kerala	78	89	100	89	78	100	22	22	45
9. Maharashtra	88	94	82	18	76	76	54	35	85
10. Mizoram	75	50	50	0	50	100	0	0	20
11. Orissa	67	100	100	67	67	100	67	0	15
12. Punjab	100	100	100	44	100	78	89	100	45
13. Tamil Nadu	100	100	91	45	73	100	64	45	55
14. Uttar Pradesh	100	92	83	50	33	75	25	20	60
15. West Bengal	100	100	0	0	0	0	50	0	10
All India	-	-	-	-	-	-	-	-	535

Note: Figures relate to the percent of Institutions having each facility separately out of total number of institutions studied.

TABLE 7

PERCENTAGE DISTRIBUTION OF INSTITUTIONS ACCORDING TO  
DISTANCE OF THE INSTITUTION FROM BUS-STAND

STATE	Less Than 1/2 km	1/2-2 km	2-5 Km	More than 5 km	Total Questionnaires Studied
	%	%	%	%	
1. Andhra Pradesh	40	40	Nil	20	25
2. Bihar	-	100	-	-	5
3. Chandigarh	67	Nil	33	-	15
4. Delhi	75	25	-	-	20
5. Gujrat	33	67	-	-	30
6. Haryana	-	100	-	-	5
7. Karnataka	30	50	15	5	100
8. Kerala	11	33	33	23	45
9. Maharashtra	47	47	6	-	85
10. Mizoram	25	75	-	-	20
11. Orissa	33	67	-	-	15
12. Punjab	-	56	33	11	45
13. Tamil Nadu	36	64	-	-	55
14. U.P.	58	25	8	9	60
15. West Bengal	-	100	-	-	10
					535

TABLE 8

PERCENTAGE DISTRIBUTION OF INSTITUTIONS ACCORDING TO  
THE DISTANCE OF THE INSTITUTION FROM RAILWAY STATION

STATE/U.T.	UPTO 3 KM	3-10 KM	10-30 KM	30-50 KM	ABOVE 50 KM	TOTAL QUESTIONNAIRES STUDIED
	%	%	%	%	%	
1. Andhra Pradesh	80	Nil	20	Nil	Nil	25
2. Bihar	100	-	-	-	-	25
3. Chandigarh	33	67	-	-	-	15
4. Delhi	100	-	-	-	-	20
5. Gujrat	83	17	-	-	-	30
6. Haryana	100	-	-	-	-	5
7. Karnataka	50	50	-	-	-	100
8. Kerala	0	44	66	-	-	45
9. Maharashtra	71	12	-	17	-	85
10. Mizoram	Nil	-	-	-	100	20
11. Orissa	Nil	-	-	-	100	15
12. Punjab	56	44	-	-	-	45
13. Tamil Nadu	82	18	-	-	-	55
14. Uttar Pradesh	58	25	8	-	- 9	60
15. West Bengal	100	-	-	-	-	10

Note: Percentages are individual for every state and total number of institutions studied in every state form 100 percent.



1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722. 723. 724. 725. 726. 727. 728. 729. 730. 731. 732. 733. 734. 735. 736. 737. 738. 739. 740. 741. 742. 743. 744. 745. 746. 747. 748. 749. 750. 751. 752. 753. 754. 755. 756. 757. 758. 759. 760. 761. 762. 763. 764. 765. 766. 767. 768. 769. 770. 771. 772. 773. 774. 775. 776. 777. 778. 779. 780. 781. 782. 783. 784. 785. 786. 787. 788. 789. 790. 791. 792. 793. 794. 795. 796. 797. 798. 799. 800. 801. 802. 803. 804. 805. 806. 807. 808. 809. 810. 811. 812. 813. 814. 815. 816. 817. 818. 819. 820. 821. 822. 823. 824. 825. 826. 827. 828. 829. 830. 831. 832. 833. 834. 835. 836. 837. 838. 839. 840. 84



TABLE 10

PERCENTAGE DISTRIBUTION OF INSTITUTIONS REPORTED  
HAVING FOLLOWING CO-CURRICULAR ACTIVITIES

| STATE             | N.S.S. | ADULT<br>EDUCATIONAL | N.C.C. |
|-------------------|--------|----------------------|--------|
| 1. Andhra Pradesh | Nil    | Nil                  | Nil    |
| 2. Bihar          | Nil    | Nil                  | Nil    |
| 3. Chandigarh     | 67     | 100                  | 67     |
| 4. Delhi          | 25     | Nil                  | Nil    |
| 5. Gujrat         | Nil    | 50                   | Nil    |
| 6. Haryana        | 100    | 100                  | 100    |
| 7. Karnataka      | 5      | 20                   | 10     |
| 8. Kerala         | 44     | 11                   | 44     |
| 9. Maharashtra    | 6      | 67                   | 22     |
| 10. Mizoram       | 25     | 25                   | Nil    |
| 11. Orissa        | Nil    | 67                   | Nil    |
| 12. Punjab        | 89     | 78                   | 89     |
| 13. Tamil Nadu    | 36     | 27                   | 36     |
| 14. Uttar Pradesh | 8      | 33                   | 33     |
| 15. West Bengal   | Nil    | 100                  | Nil    |

Note: N.S.S. - National Service Scheme  
N.C.C. - National Cadet Corps.

TABLE - 11

## PERCENTAGE DISTRIBUTION OF OPINION OF HEAD OF INSTITUTION ON ADEQUACY OF FURNITURES

| Sl. No. | States         | For Students     |             |                     | For Teachers     |             |                    | For Non-Teaching Staff |             |                     |
|---------|----------------|------------------|-------------|---------------------|------------------|-------------|--------------------|------------------------|-------------|---------------------|
|         |                | Totally Adequate | Inade-quate | Not at all existing | Totally Adequate | Inade-quate | Not at all exiting | Totally Adequate       | Inade-quate | Not at all existing |
| 1.      | Andhra Pradesh | 67               | 33          | -                   | 67               | 33          | -                  | 50                     | 17          | 33                  |
| 2.      | Bihar          | 75               | 25          | -                   | 75               | 25          | -                  | 75                     | 25          | -                   |
| 3.      | Chandigarh     | 100              | -           | -                   | 100              | -           | -                  | 100                    | -           | -                   |
| 4.      | Delhi          | 75               | 25          | -                   | 100              | -           | -                  | 100                    | -           | -                   |
| 5.      | Gujrat         | 83               | 17          | -                   | 100              | -           | -                  | 83                     | 17          | -                   |
| 6.      | Haryana        | 100              | -           | -                   | 100              | -           | -                  | 100                    | -           | -                   |
| 7.      | Karnataka      | 72               | 28          | -                   | 72               | 28          | -                  | 50                     | 28          | 22                  |
| 8.      | Kerala         | 70               | 30          | -                   | 70               | 30          | -                  | 60                     | 40          | -                   |
| 9.      | Maharashtra    | 44               | 56          | -                   | 50               | 50          | -                  | 31                     | 63          | 6                   |
| 10.     | Mizoram        | -                | 100         | -                   | -                | 100         | -                  | -                      | 33          | 67                  |
| 11.     | Orissa         | -                | 100         | -                   | -                | 100         | -                  | 44                     | 56          | -                   |
| 12.     | Punjab         | 63               | 37          | -                   | 63               | 37          | -                  | 63                     | 37          | -                   |
| 13.     | Tamil Nadu     | 42               | 50          | 8                   | 67               | 33          | -                  | 50                     | 42          | 8                   |
| 14.     | Uttar Pradesh  | 33               | 56          | 11                  | 44               | 44          | 12                 | 67                     | 22          | 11                  |
| 15.     | West Bengal    | -                | 100         | -                   | -                | 100         | -                  | -                      | 100         | -                   |

TABLE - 12

PERCENTAGE DISTRIBUTION OF OPINION OF HEAD OF INSTITUTION ON ADEQUACY OF  
IMPORTANT INFRASTRUCTURES AT THEIR INSTITUTION

| States            | Library          |             |                      | Laboratory       |             |                     | Teaching Aids    |             |                      | Sports & Games   |             |                      | Hostel           |             |                      |
|-------------------|------------------|-------------|----------------------|------------------|-------------|---------------------|------------------|-------------|----------------------|------------------|-------------|----------------------|------------------|-------------|----------------------|
|                   | Totally Adequate | Inade-quate | Not at all exis-ting | Totally Adequate | Inade-quate | Not at all existing | Totally Adequate | Inade-quate | Not at all Exis-ting | Totally Adequate | Inade-quate | Not at all exis-ting | Totally Adequate | Inade-quate | Not at all exis-ting |
| 1. Andhra Pradesh | 67               | 17          | 16                   | 67               | 17          | 16                  | 67               | 17          | 16                   | 67               | 17          | 16                   | -                | 17          | 83                   |
| 2. Bihar          | 75               | 25          | -                    | 75               | 25          | -                   | 75               | 25          | -                    | 75               | 25          | -                    | -                | 50          | 50                   |
| 3. Chandigarh     | 100              | -           | -                    | 100              | -           | -                   | 100              | -           | -                    | 100              | -           | -                    | -                | 100         | -                    |
| 4. Delhi          | 50               | 50          | -                    | 75               | 25          | -                   | 50               | 50          | -                    | 50               | 50          | -                    | -                | -           | 100                  |
| 5. Gujarat        | 67               | 33          | -                    | 83               | 17          | -                   | 83               | 17          | -                    | 83               | 17          | -                    | -                | -           | 100                  |
| 6. Haryana        | 100              | -           | -                    | 100              | -           | -                   | 100              | -           | -                    | 100              | -           | -                    | -                | -           | 100                  |
| 7. Karnataka      | 50               | 50          | -                    | 33               | 39          | 28                  | 61               | 33          | 6                    | 56               | 44          | -                    | 11               | -           | 89                   |
| 8. Kerala         | 80               | 20          | -                    | 50               | 50          | -                   | 50               | 40          | 10                   | 40               | 60          | -                    | 20               | 30          | 50                   |
| 9. Maharashtra    | 31               | 63          | 6                    | 25               | 31          | 44                  | 19               | 69          | 12                   | 19               | 63          | 18                   | 6                | 69          | 25                   |
| 10. Mizoram       | -                | 75          | 25                   | -                | 75          | 25                  | -                | 100         | -                    | -                | 100         | -                    | -                | 75          | 25                   |
| 11. Orissa        | -                | 100         | -                    | -                | 75          | 25                  | -                | 100         | -                    | -                | 100         | -                    | -                | 100         | -                    |
| 12. Punjab        | -                | 37          | 63                   | -                | 37          | 63                  | 50               | 50          | -                    | 25               | 75          | -                    | 25               | 12          | 63                   |
| 13. Tamil Nadu    | 58               | 33          | 9                    | 50               | 17          | 33                  | 66               | 25          | 9                    | 50               | 33          | 17                   | 25               | 33          | 42                   |
| 14. Uttar Pradesh | 67               | 22          | 11                   | 44               | 44          | 12                  | 56               | 33          | 11                   | 44               | 44          | 12                   | 12               | 44          | 44                   |
| 15. West Bengal   | -                | -           | 100                  | -                | -           | 100                 | -                | -           | 100                  | -                | 100         | -                    | -                | 33          | 67                   |

TABLE - 13

## PERCENTAGE DISTRIBUTION OF NON-FINANCIAL GRIEVANCES OF TEACHING STAFF

| Sl. States        | Grievances on pay |     |                            |     |                          |     | Service Conditions         |     |                    |     |  |     |  |     |
|-------------------|-------------------|-----|----------------------------|-----|--------------------------|-----|----------------------------|-----|--------------------|-----|--|-----|--|-----|
|                   | Delay in pay      |     | Less than prescribed scale |     | No payment of Allowances |     | Lack of promotional avenue |     | Lack of Incentives |     | No Housing Health/Educational facilities |     | Lack of Teaching/Training/Library facilities |     |
|                   |                   |     |                            |     |                          |     |                            |     |                    |     |  |     |  |     |
|                   | Yes               | No  | Yes                        | No  | Yes                      | No  | Yes                        | No  | Yes                | No  | Yes                                      | No  | Yes  | No  |
| 1. Andhra Pradesh | 50                | 50  | 33                         | 67  | 33                       | 67  | 33                         | 67  | 33                 | 67  | 33                                       | 67  | 33   | 67  |
| 2. Bihar          | 100               | -   | -                          | 100 | -                        | 100 | 50                         | 50  | 75                 | 25  | 50                                       | 50  | 50   | 50  |
| 3. Chandigarh     | -                 | 100 | 25                         | 75  | 25                       | 75  | 100                        | -   | 100                | -   | 100                                      | -   | 75   | 25  |
| 4. Delhi          | 56                | 44  | 11                         | 89  | -                        | 100 | 44                         | 66  | 100                | -   | 78                                       | 22  | 56   | 44  |
| 5. Gujrat         | 17                | 83  | -                          | 100 | -                        | 100 | 33                         | 67  | -                  | 100 | -  | 100 | -  | 100 |
| 6. Haryana        | -                 | 100 | -                          | 100 | -                        | 100 | -                          | 100 | -                  | 100 | 100                                      | -   | -  | 100 |
| 7. Karnataka      | 6                 | 94  | 11                         | 89  | 11                       | 89  | 17                         | 83  | 17                 | 83  | 17                                       | 83  | 11   | 89  |
| 8. Kerala         | 9                 | 91  | 9                          | 91  | -                        | 100 | 50                         | 50  | 50                 | 50  | 100                                      | 100 | 82   | 18  |
| 9. Maharashtra    | 31                | 69  | 25                         | 75  | -                        | 100 | 50                         | 50  | 50                 | 50  | 73                                       | 37  | 19   | 81  |
| 10. Mizoram       | -                 | -   | 33                         | 67  | -                        | -   | 67                         | 33  | -                  | 100 | 33                                       | 67  | 33   | 67  |
| 11. Orissa        | 33                | 67  | -                          | 100 | -                        | 100 | 100                        | -   | 67                 | 33  | 67                                       | 33  | 67   | 33  |
| 12. Punjab        | 13                | 87  | -                          | 100 | 13                       | 87  | 13                         | 87  | 50                 | 50  | 38                                       | 62  | 13   | 87  |
| 13. Tamil Nadu    | 17                | 83  | 33                         | 67  | 33                       | 67  | 67                         | 33  | 58                 | 42  | 75                                       | 25  | 50   | 50  |
| 14. Uttar Pradesh | 44                | 66  | -                          | 100 | 11                       | 89  | 22                         | 78  | 56                 | 44  | 44                                       | 56  | 44   | 56  |
| 15. West Bengal   | -                 | 100 | -                          | 100 | -                        | 100 | 67                         | 33  | 33                 | 56  | 33                                       | 67  | 33   | 67  |

TABLE - 14

## PERCENTAGE DISTRIBUTION OF OPINION TEACHING STAFF ON ATTITUDE OF

| Sl. | States         | Management       |                           |                   | Head of Institution |                         |                        | Colleagues       |                         | Non-Teaching Staff |                  |                         |                   |
|-----|----------------|------------------|---------------------------|-------------------|---------------------|-------------------------|------------------------|------------------|-------------------------|--------------------|------------------|-------------------------|-------------------|
|     |                | Encoura-<br>ging | Not en-<br>coura-<br>ging | Discou-<br>raging | Encou-<br>raging    | Not<br>Encoura-<br>ging | Dis-<br>coura-<br>ging | Encou-<br>raging | Not<br>Encou-<br>raging | Discou-<br>raging  | Encou-<br>raging | Not<br>Encou-<br>raging | Discou-<br>raging |
| 1.  | Andhra Pradesh | 60               | 20                        | 20                | 80                  | -                       | 20                     | 80               | -                       | 20                 | 57               | -                       | 43                |
| 2.  | Bihar          | 100              | -                         | -                 | 100                 | -                       | -                      | 100              | -                       | -                  | 100              | -                       | -                 |
| 3.  | Chandigarh     | 20               | 60                        | 20                | 40                  | 20                      | 40                     | 40               | 40                      | 20                 | 40               | 20                      | 40                |
| 4.  | Delhi          | 60               | 10                        | 30                | 100                 | -                       | -                      | 82               | 18                      | -                  | 45               | 36                      | 19                |
| 5.  | Gujrat         | 100              | -                         | -                 | 100                 | -                       | -                      | 100              | -                       | -                  | 100              | -                       | -                 |
| 6.  | Haryana        | 100              | -                         | -                 | 100                 | -                       | -                      | 100              | -                       | -                  | 100              | -                       | -                 |
| 7.  | Karnataka      | 81               | 6                         | 13                | 94                  | 6                       | -                      | 100              | -                       | -                  | 94               | 6                       | -                 |
| 8.  | Kerala         | 75               | 19                        | 6                 | 94                  | 6                       | -                      | 94               | 6                       | -                  | 82               | 18                      | -                 |
| 9.  | Maharashtra    | 93               | 7                         | -                 | 100                 | -                       | -                      | 85               | 15                      | -                  | 86               | 14                      | -                 |
| 10. | Mizoram        | -                | 100                       | -                 | -                   | 100                     | -                      | -                | 100                     | -                  | -                | 100                     | -                 |
| 11. | Orissa         | -                | -                         | -                 | 100                 | -                       | -                      | 100              | -                       | -                  | 100              | -                       | -                 |
| 12. | Punjab         | 88               | 12                        | -                 | 75                  | 25                      | -                      | 88               | 12                      | -                  | 88               | 12                      | -                 |
| 13. | Tamil Nadu     | 55               | 35                        | 10                | 80                  | 20                      | -                      | 85               | 15                      | -                  | 60               | 40                      | -                 |
| 14. | Uttar Pradesh  | 100              | -                         | -                 | 100                 | -                       | -                      | 100              | -                       | -                  | 100              | -                       | -                 |
| 15. | West Bengal    | 100              | -                         | -                 | 100                 | -                       | -                      | 100              | -                       | -                  | -                | -                       | -                 |

TABLE - 15

PERCENTAGE DISTRIBUTION OF TEACHING STAFF - THEIR OPINION ON

[illegible]



TABLE - 16

## PERCENTAGE DISTRIBUTION OF OPINION ON LACK OF MOTIVATION OF STUDENTS DUE TO

| States         | Unimpressive Teaching |                |            | Unimpressive Curriculum |                |            | Weak Financial Conditions of Students |                |            | Inadequate facilities of School/ College |                |            | Poor Opportunities for Higher Education |                |            | Poor Opportunities for Employment |                |            |
|----------------|-----------------------|----------------|------------|-------------------------|----------------|------------|---------------------------------------|----------------|------------|--|----------------|------------|---|----------------|------------|-----------------------------------|----------------|------------|
|                | To a large extent     | To some extent | Not at all | To a large extent       | To some extent | Not at all | To a large extent                     | To some extent | Not at all | To a large extent                        | To some extent | Not at all | To a large extent                       | To some extent | Not at all | To a large extent                 | To some extent | Not at all |
| Uttara Pradesh | 60                    | 20             | 20         | 50                      | 25             | 25         | 80                                    | -              | 20         | 80                                       | -              | 20         | 80                                      | -              | 20         | 60                                | 20             | 20         |
| Bihar          | -                     | 25             | 75         | -                       | 50             | 50         | 25                                    | 75             | -          | 25                                       | 25             | 50         | 25                                      | 50             | 25         | 75                                | 25             | -          |
| Chandigarh     | 100                   | -              | -          | 100                     | -              | -          | 50                                    | 50             | -          | -  | 100            | -          | 50                                      | 50             | -          | 100                               | -              | -          |
| Delhi          | -                     | 43             | 57         | 43                      | 57             | -          | 60                                    | 40             | -          | 18                                       | 64             | 18         | 63                                      | 13             | 24         | 33                                | 44             | 23         |
| Gujarat        | -                     | 33             | 67         | -                       | 33             | 67         | 33                                    | 17             | 50         | 17                                       | -              | 83         | -                                       | 83             | 17         | 33                                | 50             | 17         |
| Karnataka      | -                     | -              | 100        | -                       | 100            | -          | -                                     | 100            | -          | -  | -              | 100        | -                                       | -              | 100        | -                                 | 100            | -          |
| Kerala         | 36                    | 14             | 50         | 43                      | 7              | 50         | 38                                    | 31             | 31         | 43                                       | 7              | 50         | 38                                      | 13             | 49         | 44                                | 25             | 31         |
| Maharashtra    | -                     | 47             | 53         | 20                      | 60             | 20         | 75                                    | 25             | -          | 47                                       | 33             | 20         | 33                                      | 20             | 47         | 47                                | 33             | 20         |
| Madhya Pradesh | 18                    | 47             | 35         | 29                      | 53             | 18         | 69                                    | 19             | 12         | 40                                       | 33             | 27         | 53                                      | 33             | 14         | 71                                | 18             | 11         |
| Mizoram        | -                     | 100            | -          | -                       | 100            | -          | -                                     | -              | 100        | 50                                       | 50             | -          | -                                       | -              | 100        | 50                                | -              | 50         |
| Nagaland       | -                     | 100            | -          | -                       | 100            | -          | 100                                   | -              | 100        | 100                                      | -              | -          | -                                       | 100            | -          | 67                                | 33             | -          |
| Punjab         | 50                    | 25             | 25         | 60                      | 20             | 20         | 67                                    | 17             | 16         | 40                                       | 40             | 20         | 80                                      | -              | 20         | 67                                | 17             | 16         |
| Tamil Nadu     | 7                     | 50             | 43         | 13                      | 69             | 18         | 83                                    | 17             | -          | 33                                       | 44             | 23         | 36                                      | 14             | 50         | 44                                | 50             | 6          |
| Uttar Pradesh  | -                     | 50             | 50         | 20                      | 30             | 30         | 57                                    | 43             | -          | 50                                       | 33             | 17         | 17                                      | 66             | 17         | 83                                | 17             | -          |
| West Bengal    | -                     | 100            | -          | 50                      | 50             | -          | 100                                   | -              | -          | 50                                       | 50             | -          | 100                                     | -              | -          | 100                               | -              | -          |

TABLE - 17

## PERCENTAGE DISTRIBUTION OF EVALUATION BY STUDENTS ABOUT THE INSTITUTION

| States         | Teaching and Studies |      |             | Library and Reading Materials |      |             |                 | Class Room |      |             |                 | Games and Sports |      |             | Extra-Curricular Activities |     |            |      |             |                 |  |
|----------------|----------------------|------|-------------|-------------------------------|------|-------------|-----------------|------------|------|-------------|-----------------|------------------|------|-------------|-----------------------------|-----|------------|------|-------------|-----------------|--|
|                | Exce-llent           | Good | Not so good | Exce-llent                    | Good | Not so good | Not at all good | Exce-llent | Good | Not so good | Not at all good | Exce-llent       | Good | Not so good | Not at all good             | Nil | Exce-llent | Good | not so good | Not at all good |  |
| Andhra Pradesh | 40                   | 60   | -           | 20                            | 60   | 20          | -               | 20         | 40   | 20          | 20              | 20               | 40   | 20          | -                           | 20  | 40         | 20   | 20          | -               |  |
| Bihar          | -                    | 67   | 33          | -                             | -    | 100         | -               | -          | 33   | 67          | -               | -                | 33   | 33          | 34                          | -   | -          | -    | 33          | 33              |  |
| Chandigarh     | 50                   | 50   | -           | -                             | 50   | -           | 50              | -          | 100  | -           | -               | -                | 75   | 25          | -                           | -   | -          | 67   | -           | 33              |  |
| Delhi          | 40                   | 60   | -           | -                             | 40   | 30          | 30              | 10         | 70   | 10          | 10              | 10               | 20   | 50          | 20                          | -   | 10         | 20   | 40          | -               |  |
| Gujarat        | 20                   | 80   | -           | -                             | 100  | -           | -               | -          | 80   | 20          | -               | -                | 60   | 40          | -                           | -   | -          | 40   | 60          | -               |  |
| Karnataka      | -                    | 100  | -           | -                             | 100  | -           | -               | -          | 100  | -           | -               | -                | 100  | -           | -                           | -   | -          | 100  | -           | -               |  |
| Kerala         | 36                   | 64   | -           | 71                            | 29   | -           | -               | 14         | 57   | 29          | -               | 7                | 43   | 50          | -                           | -   | 7          | 57   | 36          | -               |  |
| Maharashtra    | 33                   | 42   | 25          | 27                            | 47   | 13          | 13              | 29         | 43   | 21          | 7               | 13               | 60   | 20          | 7                           | -   | 14         | 43   | 43          | -               |  |
| Mizoram        | 29                   | 57   | 14          | 14                            | 22   | 50          | 14              | 14         | 50   | 50          | -               | 15               | 23   | 54          | 8                           | -   | 15         | 31   | 46          | -               |  |
| Nagaland       | -                    | 100  | -           | -                             | -    | 100         | -               | -          | 50   | 50          | -               | -                | 50   | 50          | -                           | -   | -          | 50   | 50          | -               |  |
| Norway         | -                    | 100  | -           | -                             | -    | 100         | -               | -          | 67   | 33          | -               | -                | -    | 100         | -                           | -   | -          | -    | 100         | -               |  |
| Punjab         | 13                   | 74   | 13          | 13                            | 79   | 13          | -               | -          | 50   | 50          | -               | -                | 63   | 37          | -                           | -   | 14         | 71   | 15          | -               |  |
| Tamil Nadu     | 21                   | 42   | 37          | 26                            | 42   | 11          | 21              | 21         | 26   | 21          | 32              | 16               | 32   | 37          | 5                           | 20  | 32         | 21   | 16          | 5               |  |
| Uttar Pradesh  | 14                   | 72   | 14          | 14                            | 43   | 14          | 29              | -          | -    | 43          | 57              | -                | 29   | 43          | 14                          | 14  | -          | 29   | 43          | 14              |  |
| West Bengal    | -                    | 100  | -           | -                             | 33   | -           | 67              | -          | -    | 33          | 67              | -                | -    | 100         | -                           | -   | -          | 100  | -           | -               |  |

TABLE - 18

PERCENTAGE DISTRIBUTION OF EVALUATION BY  
STUDENTS - ABOUT THE INSTITUTION

| Sl. States        | Laboratory     |      |                   |                          |     | Toilet         |      |                   |                       |     |
|-------------------|----------------|------|-------------------|--------------------------|-----|----------------|------|-------------------|-----------------------|-----|
|                   | Excel-<br>lent | Good | Not<br>so<br>good | Not<br>at<br>all<br>good | Nil | Excel-<br>lent | Good | Not<br>so<br>good | Not at<br>all<br>good | Nil |
| 1. Andhra Pradesh | 20             | 40   | 20                | -                        | 20  | 20             | 40   | 20                | -                     | 20  |
| 2. Bihar          | -              | -    | 67                | 33                       | -   | -              | 33   | 34                | 33                    | -   |
| 3. Chandigarh     | 25             | -    | 25                | 25                       | 25  | -              | 25   | 25                | 50                    | -   |
| 4. Delhi          | -              | 38   | 25                | 25                       | 12  | -              | 22   | 44                | 34                    | -   |
| 5. Gujrat         | -              | 60   | 40                | -                        | -   | -              | 80   | 20                | -                     | -   |
| 6. Haryana        | -              | 100  | -                 | -                        | -   | 100            | -    | -                 | -                     | -   |
| 7. Karnataka      | 8              | 33   | 33                | -                        | 26  | 25             | 58   | 17                | -                     | -   |
| 8. Kerala         | 14             | 43   | 7                 | 7                        | 29  | 13             | 47   | 20                | 20                    | -   |
| 9. Maharashtra    | 15             | 23   | 31                | 8                        | 23  | 17             | 25   | 42                | 8                     | -   |
| 10. Mizoram       | -              | -    | -                 | 5-                       | 50  | -              | 50   | -                 | -                     | 50  |
| 11. Orissa        | -              | -    | 100               | -                        | -   | -              | -    | 75                | 25                    | -   |
| 12. Punjab        | 13             | 63   | 13                | -                        | 11  | -              | 43   | 57                | -                     | -   |
| 13. Tamil Nadu    | 12             | 41   | 18                | 12                       | 17  | 17             | 28   | 17                | 38                    | -   |
| 14. Uttar Pradesh | -              | 50   | 16                | 17                       | 17  | 17             | 33   | 17                | 33                    | -   |
| 15. West Bengal   | -              | -    | 33                | -                        | 67  | -              | -    | 100               | -                     | -   |

## CHARTS

## Additional

## Charts:

High Power-Panel on Minorities, Scheduled Castes, Scheduled Tribes and other Weaker Sections Constituted by the Ministry of Home Affairs Government of India, conducted a survey in 45 districts in 12 states and published their reports almost a decade ago (1983), about the minorities. Some of their findings which are put in chart form here are very significant to understand the critical problem of the education of the minorities.

## Survey Report of High Power Panel on Minorities on Enrolment

(A) (i) At Elementary School Stage (Class I to VIII)

| Religious Minority Group | Enrolment percentage |        | Corresponding Population percentage | Coverage                  |
|--------------------------|----------------------|--------|-------------------------------------|---------------------------|
| Muslims                  | 12.3                 | Lower  | 17.3                                | 12 states<br>45 district  |
| Christians               | 3.7                  | higher | 2.3                                 | 12 states<br>32 districts |
| Sikhs                    | 5.8                  | higher | 4.0                                 | 10 states<br>24 districts |
| Buddhists                | 2.2                  | lower  | 6.2                                 | 1 state<br>4 districts    |

(ii) At Secondary School Stage (IX to XII)

|            |      |        |      |                           |
|------------|------|--------|------|---------------------------|
| Muslims    | 10.6 | lower  | 18.5 | 11 states<br>38 districts |
| Christians | 2.2  | higher | 0.9  | 34 districts              |
| Sikhs      | 3.5  | lower  | 4.1  | 10 states<br>24 districts |
| Buddhists  | 1.7  | lower  | 6.2  | 1 state<br>4 districts    |

B. (i) An Analysis of Examination Results:

## At Class X Level

| Religious Minority Group | Percentage of Students who appeared in Examination | Corresponding population | Pass Percentage  | (Average) General pass percentage | Coverage                        |
|--------------------------|--|--------------------------|------------------|-----------------------------------|---------------------------------|
| Muslims                  | 4.0<br>(Lower)                                     | 11.2                     | 59.0<br>(Higher) | 54.0                              | 3 Boards of secondary Education |
| Christians               | 0.8<br>(Higher)                                    | 0.6                      | 60.0<br>(Higher) | 53.9                              | 5 Boards of Secondary Education |
| Sikhs                    | 14.8<br>(Higher)                                   | 7.7                      | 53.4<br>(Lower)  | 51.7                              | 4 Boards of Secondary Education |
| Buddhists                | 1.2<br>(Lower)                                     | 6.4                      | 40.6<br>(Lower)  | 51.2                              | 2 Boards of Secondary Education |
| Parisis                  | 0.23<br>(Higher)                                   | 0.14                     | 66.5<br>(Higher) | 51.2                              | 1 Board of Secondary Education  |

(ii) Class XII Level

|            |                 |       |                 |       |                              |
|------------|-----------------|-------|-----------------|-------|------------------------------|
| Muslim     | 2.4<br>(Lower)  | 10.3  | 59.7<br>(Low)   | 60.8  | 5 Boards of Higher Secondary |
| Christians | 0.19<br>(Lower) | 1.02  | 61.14<br>(High) | 60.7  | 4 Boards of Higher Secondary |
| Sikhs      | 10.82<br>(Low)  | 22.13 | 52.02<br>(Low)  | 56.52 | 3 Boards of Higher Secondary |

(iii) At Graduate Level (B.A., B.Sc. B.Com.)

|            |                |       |                |       |                  |
|------------|----------------|-------|----------------|-------|------------------|
| Muslim     | 6.21<br>(Low)  | 10.73 | 61.3<br>(Low)  | 77.1  | 21 Universi-ties |
| Christians | 3.72<br>(High) | 2.50  | 63.7<br>(High) | 60.0  | 13 Universi-ties |
| Sikhs      | 8.85<br>(High) | 3.29  | 47.76<br>(Low) | 53.66 | 10 Universi-ties |

(iv) At Post-Graduate Level (M.A./M.Sc./M.com)

|            |                |       |                |       |                 |
|------------|----------------|-------|----------------|-------|-----------------|
| Muslims    | 9.11<br>(Low)  | 10.95 | 75.85<br>(Low) | 77.59 | 16 Universities |
| Christians | 4.62<br>(High) | 2.92  | 70.77<br>(Low) | 79.94 | 9 Universities  |
| Sikhs      | 8.90<br>(High) | 3.29  | 56.22<br>(Low) | 78.42 | 9 Universities  |

(v) Professional Degree Courses

|                              |                |       |                  |       |                 |
|------------------------------|----------------|-------|------------------|-------|-----------------|
| Muslims<br>B.Sc.(Eng.)       | 3.41<br>(Low)  | 12.44 | 45<br>(Low)      | 65.00 | 9 Universities  |
| M.B.B.S.                     | 3.44<br>(Low)  | 9.55  | 52.04<br>(Low)   | 62.71 | 12 Universities |
| Christians<br>B.Sc.(Eng.)/BE | 7.23<br>(High) | 5.40  | 80.65<br>(Low)   | 90.64 | 5 Universities  |
| M.B.B.S.                     | 6.14<br>(High) | 4.02  | 75.72<br>(Low)   | 78.27 | 6 Universities  |
| Sikhs<br>B.Sc.(Eng.)/BE      | 1.70           | -     | 88.10<br>(High)  | 82.21 | 4 Universities  |
| M.B.B.S.                     | 7.42           | -     | 61.11<br>(High)  | 52.61 | 4 Universities  |
| Buddhists<br>B.Sc(Eng.)/BE   | 1.20           | -     | 60.0<br>(Low)    | 71.30 | 1 University    |
| M.B.B.S.                     | 0.85           | -     | 83.33<br>(Low)   | 94.92 | 1 University    |
| Parsis<br>B.Sc(Eng)/BE       | 0.24           | -     | 100.00<br>(High) | -     | 1 University    |
| M.B.B.S.                     | 0.56           |       | 50.00<br>(Low)   | 94.92 | 1 University    |



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## QUESTIONNAIRES

# QUESTIONNAIRE/INTERVIEW-SCHEDULE

## RESEARCH STUDY

ON

FINANCIAL GRIEVANCES AND

NON-FINANCIAL AND SUNDRY OTHER GRIEVANCES OF THE  
MINORITY MANAGED EDUCATIONAL INSTITUTIONS FUNCTIONING  
UNDER SOME SELECTED STATE/UNION TERRITORIES ADMINISTRATIONS

Conducted By

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# QUESTIONNAIRE/INTERVIEW-SCHEDULE

## RESEARCH STUDY

### ON

(I) FINANCIAL GRIEVANCES AND

(II) NON-FINANCIAL AND SUNDRY OTHER GRIEVANCES OF THE  
MINORITY MANAGED EDUCATIONAL INSTITUTIONS FUNCTIONING  
UNDER SOME SELECTED STATE/UNION TERRITORIES ADMINISTRATIONS

PART I                      INSTITUTION DATA SCHEDULE

PART II                     FINANCIAL GRIEVANCES

PART III                   NON-FINANCIAL/SUNDRY OTHER GRIEVANCES

PART IV                    GRIEVANCES REDRESSAL

### FOR OFFICIAL USE ONLY

A. STATE/U.T. ....

B. NAME OF THE TOWN/VILLAGE .....

C. NAME OF THE DISTRICT .....

D. NO. OF SAMPLES .....

## INTRODUCTORY NOTE

The Indian Institute of Public Administration, New Delhi is conducting a study on the Grievances of the Minority managed Educational Institutions in India on behalf of the Minorities Commission of Government of India.

This is going to be a very important work in regard to the upliftment of education among the minorities in India. Education is admittedly an important lever to their socio-economic development. Relative neglect of education may be responsible for the socio-economic backwardness of any community.

Let us not miss this opportunity to place grievances of the minority managed educational institutions freely and frankly so as to help the IIPA in making a systematic, and scientific study possible. This study will enable us to place facts before the commission objectively which may have a long-term policy implication in the area of grievances redressal of the minority managed educational institutions. This may also help to have a comparative perspective on the issue related to the various minority communities.

We count upon your cooperation in this important work. Let us come out to mutually help and cooperate in this great national task by giving free and frank views and opinions. You may, if you choose, keep your identity undisclosed. Even otherwise the information supplied by you will be kept strictly confidential. It will be of academic value to IIPA and will have practical utility for the minorities commission. No other agency except the Minorities Commission will suitably use these. The quality of report will largely depend upon the correctness and accuracy of information supplied by you.

There are separate sections in the questionnaire for each category of respondents. Respondents should choose to answer questions of the relevant section only as indicated below:

For example:

|   |   | Page No. |
|---|---|----------|
| Part I                                    |   | 3        |
| For Head of the Institution               |   |          |
| Part II                                   |   |          |
| For Management                            | A | 8        |
| Principal/Head of the Institution         | B | 11       |
| Teaching Staff                            | C | 12       |
| Non-Teaching Staff                        | D | 13       |
| Government Functionaries                  | E | 16       |
| Students                                  | F | 16       |
| Community/Political Leaders/Intellectuals | G | 17       |
| Part III                                  |   |          |
| For Management                            | A | 18       |
| Principal/Head of the Institution         | B | 21       |
| Teaching Staff                            | C | 24       |
| Non-Teaching Staff                        | D | 27       |
| Students                                  | E | 28       |
| Community/Political Leaders/Intellectuals | F | 30       |
| Local Community                           | G | 31       |
| Government Functionaries                  | H | 33       |
| Part IV                                   |   | 35       |
| For all                                   |   |          |

# Part I

## INSTITUTION DATA SCHEDULE

1. Name of the Institution: \_\_\_\_\_
2. a. Name of the Organisation Managing the Institution: \_\_\_\_\_
- b. Type : i. Religious ☐ ii. Social ☐ iii Educational ☐
- c. ☐ Aided / ☐ Unaided
3. Sponsored by which section of the minorities: \_\_\_\_\_
4. Year of establishment : \_\_\_\_\_
5. Year of recognition : \_\_\_\_\_
- a. Unrecognised ☐ b. Recognition in process since ☐
6. Year of Affiliation to Board/University: \_\_\_\_\_
- a. Not affiliated ☐ b. Affiliation in Process since ☐
7. If already affiliated name of Board/University to which affiliated : \_\_\_\_\_
8. Level of Teaching:
- a. Primary ☐
- b. Secondary / H. Secondary / Pre-university ☐
- c. Graduate ☐
- d. Post-Graduate ☐
9. Whether any section of the teaching is:
- a. Derecognised ☐ b. Unrecognised ☐ c. Recognition under consideration ☐
- a. If so, the reason(s) therefor \_\_\_\_\_

10. Type of Institution :

i. Technical

ii. Vocational

iii. Professional

iv. Arts &amp; Science

v. Others

11. Type of Building:

Pucca

Thatched

Tent

Other

12. Ownership of the premises :

*Purchased**Acquired**Constructed**Rented**Donated*

a. Land

b. Building

13. No. of Rooms:

a. Class Rooms

b. Ancillary Facilities for students

c. Office &amp; faculty rooms

14. Teaching staff position :

*With Professional Training**Without Professional Training*

M

F

T

M

F

T

a. Permanent

b. Temporary

c. Ad-hoc

d. Vacancies against sanctioned strength

15. No. of Teachers belonging to:

|              | With Professional Training |                      |                      | Without Professional Training |                      |                      |
|--------------|----------------------------|----------------------|----------------------|-------------------------------|----------------------|----------------------|
|              | Male                       | Female               | Total                | Male                          | Female               | Total                |
| a. Muslim    | <input type="text"/>       | <input type="text"/> | <input type="text"/> | <input type="text"/>          | <input type="text"/> | <input type="text"/> |
| b. Christian | <input type="text"/>       | <input type="text"/> | <input type="text"/> | <input type="text"/>          | <input type="text"/> | <input type="text"/> |
| c. Sikhs     | <input type="text"/>       | <input type="text"/> | <input type="text"/> | <input type="text"/>          | <input type="text"/> | <input type="text"/> |
| d. Buddhist  | <input type="text"/>       | <input type="text"/> | <input type="text"/> | <input type="text"/>          | <input type="text"/> | <input type="text"/> |
| e. Parsi     | <input type="text"/>       | <input type="text"/> | <input type="text"/> | <input type="text"/>          | <input type="text"/> | <input type="text"/> |
| f. Others    | <input type="text"/>       | <input type="text"/> | <input type="text"/> | <input type="text"/>          | <input type="text"/> | <input type="text"/> |

16 No. of Non-teaching Staff:

|  | Male                 | Female               | Total                |
|--|----------------------|----------------------|----------------------|
| a. Permanent                             | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| b. Temporary                             | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| c. Ad-hoc                                | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| d. Vacancies against sanctioned strength |                      | <input type="text"/> |                      |

17. No. of non-teaching staff belonging to:

|              | Male                 | Female               | Total                |
|--------------|----------------------|----------------------|----------------------|
| a. Muslim    | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| b. Christian | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| c. Sikhs     | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| d. Buddhist  | <input type="text"/> | <input type="text"/> | <input type="text"/> |



c. Parsi

☐☐☐

f. Others

☐☐☐

18. No. of Students :

Male

Female

☐☐

19. Medium of Instruction : \_\_\_\_\_

20. Other Languages taught :

a. Second Language

b. Third Language

21. Indicate which of the following facilities are available:

a Electricity

☐

b Toilet

☐

c Hostel accommodation

☐

d Canteen/Mess

☐

e Staff Lounge

☐

f Housing facilities to teaching staff

☐

g School/College bus : i Owned

☐

ii On contract

☐

h Housing facilities to Non-teaching staff

☐

22. Indicate which of the following teaching aids are available:

a. Black Board/Chalks/Duster

☐

b. Furniture for teaching staff

☐

c. Furniture for students

☐

d. Reading material and Books

☐

e. Library

☐

f. Laboratory:

i. Audio-Visual Aids

☐

ii. Computer

☐

23. Which of the the following facilities are available:

a Play Ground/Playing Materials

☐

b Medical facilities

☐

c Mid-day meals

☐

24. Distance of the Institution from important places of the locality (in kms)

- a. From nearest bus stand \_\_\_\_\_
- b. From nearest railway station \_\_\_\_\_
- c. From nearest post office \_\_\_\_\_
- d. From nearest telegraph office \_\_\_\_\_
- e. From nearest phone facility \_\_\_\_\_

25. Source of protected Drinking water :

- a. Municipal/Corporation \_\_\_\_\_
- b. Well \_\_\_\_\_
- c. Tube-well \_\_\_\_\_
- d. Other (Specify) \_\_\_\_\_

26. Co-curricular programmes of the Institution :

- |                              |                          |                      |                          |
|------------------------------|--------------------------|----------------------|--------------------------|
| a. NSS                       | <input type="checkbox"/> | b. CSS               | <input type="checkbox"/> |
| c. Adult Literacy programmes | <input type="checkbox"/> | d. Scouts and Guides | <input type="checkbox"/> |
| e. NCC                       | <input type="checkbox"/> | f. Any other         | <input type="checkbox"/> |

## Part III

## NON-FINANCIAL GRIEVANCES

Section A : *FOR MANAGEMENT*

1. What is/was the nature of problem in getting official recognition :

a. Unnecessarily delayed by authorities ☐

b. Non-fulfilment of the requirements by the Institution ☐

c. Discrimination on the basis of religion ☐

d. Indifferent attitude of the concerned authority ☐

2. Do you feel that some particular religious institution gets preferential treatment by the state authorities ?

a. Yes ☐

b. No. ☐

c. To some extent only ☐

3. Do you feel that lack of adequate space or building or facilities affects the studies of students :

a. Yes ☐

b. No ☐

4. If yes, how much does it affect ?

a. Quite substantially ☐

b. Substantially ☐

c. Nominally ☐

d. Very nominally ☐

5. How would you rate the following facilities at your Institution?

|                                     | <i>Sufficient<br/>to a great<br/>extent</i>            | <i>Sufficient</i>                                       | <i>Inadequate</i>  | <i>Not at all<br/>existing</i>                           |
|-------------------------------------|--|---|--|--|
| a. Furniture for teachers           | <input data-bbox="772 1713 847 1787" type="checkbox"/> | <input data-bbox="968 1706 1043 1780" type="checkbox"/> | <input data-bbox="1161 1697 1236 1771" type="checkbox"/> | <input data-bbox="1356 1691 1431 1765" type="checkbox"/> |
| b. Furniture for non-teaching staff | <input data-bbox="772 1809 847 1883" type="checkbox"/> | <input data-bbox="968 1803 1043 1877" type="checkbox"/> | <input data-bbox="1161 1794 1236 1868" type="checkbox"/> | <input data-bbox="1356 1787 1431 1861" type="checkbox"/> |
| c. Furniture for students           | <input data-bbox="772 1906 847 1980" type="checkbox"/> | <input data-bbox="968 1899 1043 1973" type="checkbox"/> | <input data-bbox="1161 1890 1236 1964" type="checkbox"/> | <input data-bbox="1356 1883 1431 1957" type="checkbox"/> |

|                              | <i>Sufficient<br/>to a great<br/>extent</i> | <i>Sufficient</i>        | <i>Inadequate</i>        | <i>Not at all<br/>existing</i> |
|------------------------------|---|--------------------------|--------------------------|--------------------------------|
| d. Library facilities        | <input type="checkbox"/>                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| e. Laboratory                | <input type="checkbox"/>                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| f. Teaching aids             | <input type="checkbox"/>                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| g. Sports and games          | <input type="checkbox"/>                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| h. Hostel facilities         | <input type="checkbox"/>                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| i. Audio-visual aids         | <input type="checkbox"/>                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| j. Drinking water facilities | <input type="checkbox"/>                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| k. Toilets*                  | <input type="checkbox"/>                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| l. Recreation facilities     | <input type="checkbox"/>                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |

6. How do you plan to provide for a proper building and/or other facilities which do not exist now?

a. Donations from parents and/or local community

☐

b. Donations from business houses

☐

c. Government aid

☐

d. Donations from religious trusts

☐

e. Other trusts

☐

f. Any other source (specify)

☐

7. Does your institution impart religious instructions to students ?

a. Yes

☐

b. No

☐

\*If co-educational specify, if separate toilets for boys/girls are available.

3. How is the composition of Management Committee ?

a. Elected ☐

b. Nominated by Board of Trustees ☐

c. Nominated by the Government/University ☐

9. Is the Management Committee presently

a. Validly constituted ☐

b. Functioning ☐

10. Is there any dispute regarding the constitution of Management Committee

a. Yes ☐

b. No ☐

11. If yes, please give details

\_\_\_\_\_

\_\_\_\_\_

12. Are you aware of the differences between the management and State authorities over

a. Appointment of the Principal/Vice-Principal in the Institution ☐

b. Appointment of staff in the Institution (including appointment of SC and ST) ☐

c. Teaching of Regional Languages ☐

d. Audit objections ☐

e. Non-implementation of instructions issued by State authorities ☐

f. Provisions contained in existing education code/existing education act of the State ☐

13. Are you aware of any litigation between the

a. Management and State Authorities ☐

b. Management and Teaching Staff ☐

c. Management and Non-teaching Staff ☐

14. Are you aware of the demand/acceptance of

a. Capitation fee ☐

b. Donation ☐

c. Building fund ☐

d. Promotion quota ☐

the Pay Commission's recommendations being implemented ?

Yes ☐

b. No ☐

If no, why ? \_\_\_\_\_

*Section B : FOR PRINCIPAL/HEADMASTER/HEAD OF THE INSTITUTION*

Do the authorities co-operate with you ?

a. In all matters ☐

b. In some matters ☐

c. Not at all ☐

Which of the following considerations go in your selection process :

a. Pure religion ☐

b. Pure merit ☐

c. Partly religion and partly merit ☐

d. Can't say ☐

Do you have adequate number of teachers ?

a. Yes ☐

b. No ☐

c. If no, how many more are required ? ☐

How would you rate the following facilities in your Institution?

*Totally  
adequate*

*Less than  
adequate*

*Inadequate*

*Not at all  
existing*

a. Furniture for teachers

☐
☐
☐
☐

b. Furniture for students

☐
☐
☐
☐

c. Library

☐
☐
☐
☐

d. Laboratory

☐
☐
☐
☐

e. Teaching aids

☐
☐
☐
☐

f. Sports and games

☐
☐
☐
☐

|  | <i>Totally<br/>adequate</i> | <i>Less than<br/>adequate</i> | <i>Inadequate</i>        | <i>Not at all<br/>existing</i> |
|--|-----------------------------|-------------------------------|--------------------------|--------------------------------|
| g. Hostel facilities                   | <input type="checkbox"/>    | <input type="checkbox"/>      | <input type="checkbox"/> | <input type="checkbox"/>       |
| h. Audio-visual aids                   | <input type="checkbox"/>    | <input type="checkbox"/>      | <input type="checkbox"/> | <input type="checkbox"/>       |
| i. Furniture for non-teaching staff    | <input type="checkbox"/>    | <input type="checkbox"/>      | <input type="checkbox"/> | <input type="checkbox"/>       |
| j. Drinking water facilities           | <input type="checkbox"/>    | <input type="checkbox"/>      | <input type="checkbox"/> | <input type="checkbox"/>       |
| k. Separate toilets for boys and girls | <input type="checkbox"/>    | <input type="checkbox"/>      | <input type="checkbox"/> | <input type="checkbox"/>       |
| l. Recreation facilities               | <input type="checkbox"/>    | <input type="checkbox"/>      | <input type="checkbox"/> | <input type="checkbox"/>       |

5. Do you think that any of the insufficient infrastructure facilities mentioned in the previous question (Q.No. 4) affect the studies or performance of the following ?

|             | <i>Yes</i>               | <i>No</i>                | <i>Only to some<br/>extent</i> | <i>Don't know</i>        |
|-------------|--------------------------|--------------------------|--------------------------------|--------------------------|
| a. Students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> |
| b. Teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> |

6. Which other facilities would you like to have ?

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7. Could you indicate the reasons for the lack of motivation of students ?

|   | <i>To a large<br/>extent</i> | <i>To some<br/>extent</i> | <i>Not at<br/>all</i>    |
|---|------------------------------|---------------------------|--------------------------|
| a. Unimpressive teaching                    | <input type="checkbox"/>     | <input type="checkbox"/>  | <input type="checkbox"/> |
| b. Unimpressive curriculum                  | <input type="checkbox"/>     | <input type="checkbox"/>  | <input type="checkbox"/> |
| c. Weak financial conditions of students    | <input type="checkbox"/>     | <input type="checkbox"/>  | <input type="checkbox"/> |
| d. Inadequate facilities in the institution | <input type="checkbox"/>     | <input type="checkbox"/>  | <input type="checkbox"/> |
| e. Poor opportunities for higher education  | <input type="checkbox"/>     | <input type="checkbox"/>  | <input type="checkbox"/> |



f. Poor opportunities for employment

☐☐☐

g. Low parental guidance and attitude

☐☐☐

8. How do you estimate the teachers of your Institution ?

a. Qualified

☐

b. Efficient and motivated

☐

c. Both

☐

d. Neither

☐

9. Are teachers able to complete the course in one academic session ?

a. Yes

☐

b. No

☐

10. What are the possible reasons for non-completion of course ?

a. Lack of motivation of students

☐

b. Lack of motivation of teachers

☐

c. Indiscipline in the campus

☐

d. Too few working hours

☐

e. Too heavy a syllabus

☐

f. Any other (please specify)

☐

11. Do you think that in the selection process teachers' religion should not be considered but only qualifications should be considered ?

a. Yes

☐

b. No

☐

12. What is the pass percentage of students on an average in a year in your institution?

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13. Do you think the best teachers are not attracted to the minority managed educational institutions?

a. Yes

☐

b. No

☐

14. If yes, what could be the reasons ?

a. Low salary

☐

b. Delay in payment

☐

c. Unattractive allowance

☐

d. Unattractive working conditions

☐

e. Any other (specify)

☐


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Section C: *FOR TEACHING STAFF*

1. Could you tell us your religion ?

a. Muslim

☐

b.

Christian

☐

c.

Zoroastrian

☐

d. Buddhist

☐

e.

Sikh

☐

f.

Hindu

☐

g. Any other (specify)

☐

2. For how many years have you been teaching ?

☐

3. How long have you been in this institution ?

☐

4. Do you have any of the following grievances ?

a. Grievances against the management

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b. Grievances against the head of the institution

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c. Grievances against colleagues

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d. Grievances against non-teaching staff

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---

---

e. Grievances against students

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---

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f. Grievances against parents

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g. Grievances against government authorities

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h. Any other \_\_\_\_\_

5. Please indicate the area of grievances :

i. Pay

a. Delay and irregularity in payment of salary

b. Less than the prescribed scale

d. Any other

ii. Service Conditions

a. Lack of promotional avenues

c. No housing/health/educational facilities

d. Lack of teaching/training/library facilities

iii. Attitude

a. Management

b. Head of the institution

c. Colleagues

d. Non-teaching staff

e. Students

f. Parents

g. Government authorities

c. No payment of allowances

b. Lack of incentives

e. Any other

Encouraging      Not encouraging      Discouraging

6. Indicate your level of satisfaction with the overall condition of minority managed educational institutions ?

a. Very much satisfied

b. Somewhat satisfied

c. Not much satisfied

d. Not at all satisfied

7. If you have any grievances or suggestions for improvement please mention.

Grievances

Suggestions

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

8. Do you think that the working/teaching hours are too long ?

a. Yes

☐

b. No

☐

9. Do you hold the opinion that the students belonging to minority community are less motivated in studies ?

a. Yes

☐

b. No

☐

10. Could you indicate the reasons for the lack of motivation of students ?

|  | <i>To a large<br/>extent</i> | <i>To some<br/>extent</i> | <i>Not at all</i>        |
|--|------------------------------|---------------------------|--------------------------|
| a. Unimpressive teaching                   | <input type="checkbox"/>     | <input type="checkbox"/>  | <input type="checkbox"/> |
| b. Unimpressive curriculum                 | <input type="checkbox"/>     | <input type="checkbox"/>  | <input type="checkbox"/> |
| c. Weak financial conditions of students   | <input type="checkbox"/>     | <input type="checkbox"/>  | <input type="checkbox"/> |
| d. Inadequate facilities of the school     | <input type="checkbox"/>     | <input type="checkbox"/>  | <input type="checkbox"/> |
| e. Poor opportunities for higher education | <input type="checkbox"/>     | <input type="checkbox"/>  | <input type="checkbox"/> |
| f. Poor opportunities for employment       | <input type="checkbox"/>     | <input type="checkbox"/>  | <input type="checkbox"/> |

11. Please give your estimate about the following :

|                                     | <i>Satisfactory</i>      | <i>Somewhat<br/>satisfactory</i> | <i>Not at all<br/>satisfactory</i> |
|-------------------------------------|--------------------------|----------------------------------|------------------------------------|
| a. Optimum teacher-student ratio    | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/>           |
| b. Performance of minority students | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/>           |
| c. Teaching through mother-tongue   | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/>           |

12. Do you feel that there is some discrimination against your religion in particular ?

a. Yes

☐

b. No

☐

If yes, by whom ?

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### Section D : *FOR NON-TEACHING STAFF*

1. Please give the following details about yourself :

- a. Name (if you choose) \_\_\_\_\_
- b. Age \_\_\_\_\_ c. Sex \_\_\_\_\_ d. Religion \_\_\_\_\_
- e. Place of Birth (town, district, state) \_\_\_\_\_
- f. Education \_\_\_\_\_
- g. Nature of employment : Permanent/temporary \_\_\_\_\_
- h. Total years of service \_\_\_\_\_
- i. Years of service in the present Institution \_\_\_\_\_
- j. Monthly salary \_\_\_\_\_ k. Designation \_\_\_\_\_

2. Please indicate your level of satisfaction with your work:

a. Very much satisfied

☐

b. Satisfied

☐

c. Somewhat satisfied

☐

d. Not at all satisfied

☐

3. If you are not satisfied, please indicate the reason:

a. Low salary and incentives

☐

b. Lack of promotional avenues

☐

c. Service condition not conducive

☐

d. Any other (specify) \_\_\_\_\_

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4. Please indicate your grievances if any :

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5. There is an impression that the performance of students in minority managed educational institutions is not so impressive. Who do you think is responsible for this ?
- a. Students themselves ☐ b. Teachers ☐ c. Management ☐
- d. Parents ☐ e. Others (specify) ☐
6. Could you please say if the teaching and non-teaching staff of minority managed educational institution constantly try to get jobs elsewhere ?
- a. Yes ☐ b. No ☐ c. Uncertain ☐
7. If yes, what could be the reasons ?
- a. Other general institutions have better facilities ☐
- b. Other institutions pay more ☐
- c. Working conditions are better in other institutions ☐
- d. Only for promotion purposes ☐
- e. Any other reason (specify) \_\_\_\_\_

### Section E : FOR STUDENTS

1. Please give the following details about yourself :

a. Name : \_\_\_\_\_ b. Age : \_\_\_\_\_

c. Sex : M/F \_\_\_\_\_ d. Religion : \_\_\_\_\_

e. Father's occupation : \_\_\_\_\_

f. 1. Mother's education : Illiterate ☐ Elementary ☐ Secondary ☐

Higher Secondary ☐ Matric ☐ Graduate and above ☐

2. Mother working : No ☐ Employed ☐ Self Employed ☐

g. 1. Father's Education : Illiterate ☐ Elementary ☐ Secondary ☐

Higher Secondary

☐

Matric

☐

Graduate and above

☐

2. Father working

No

☐

Employed

☐

Self employed

☐

h. Place of Birth : Rural/urban \_\_\_\_\_

i. Standard/course in which studying : \_\_\_\_\_

j. Medium of instruction at present : \_\_\_\_\_

2. How do you rate the following facilities available in your institution?

|                                  | Excellent                | Good                     | Not so<br>good           | Not at all<br>good       | Nil                      |
|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Teaching and studies          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Library and reading materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Class room 'etc.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Games and sports              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Extra-curricular activities   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Laboratory                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Toilet facilities             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

h. Any other (specify) \_\_\_\_\_

3. How do you rate your Institution vis-a-vis other Institution you know ?

a. Better than others

☐

b. As good as others

☐

c. Poorer than others

☐

4. For which subject, do you think a good teacher is not available in your institution ?

a. Botany

☐

b. Chemistry

☐

c. English

☐



d. Geography ☐e. Hindi ☐f. History ☐g. Mother tongue (specify) ☐h. Physics ☐

i. Any other (specify) \_\_\_\_\_

5. Whether you have any grievances ?

a. Yes ☐b. No ☐

6. If yes, specify \_\_\_\_\_

## Section F : FOR LOCAL COMMUNITY

1. Please give the following information about yourself :

a. Name \_\_\_\_\_

b. Sex : M/F \_\_\_\_\_

c.

Age \_\_\_\_\_

d.

Religion \_\_\_\_\_

e. Education \_\_\_\_\_

f.

Occupation \_\_\_\_\_

g. Address \_\_\_\_\_

2. What is your perception of the minority managed educational institution in your locality ?

a. Excellent performance ☐b. Good performance ☐c. Not so good performance ☐d. Poor performance ☐

3. In your opinion why do these institutions not perform well ?

a. Bad state of finance ☐b. Government is apathetic ☐c. Management is indifferent ☐d. Community does not support ☐

4. Do you think that the teachers in these institutions perform well ?

a. Yes ☐b. No ☐c. Don't know ☐

5. Do you think that the students in these institutions perform well ?

a. Yes ☐b. No ☐

- c. Don't know ☐
6. Do you have/know any of your son/daughter/relative studying in these institutions ? ☐
- a. Yes ☐ b. No ☐
7. Why do you think that these institutions are necessary ?
- a. For religious considerations ☐
- b. For preservation of culture and tradition ☐
- c. For the safeguard of the interest of the minority ☐
- d. For the sake of education through the medium of the minorities ☐
- e. Any other (specify) \_\_\_\_\_
8. Do you think that the students studying in these institutions alienate themselves from others ?
- a. Yes ☐ b. No ☐
- c. Don't know ☐
9. Will you donate something if a fund is floated for these institutions ?
- a. Yes ☐ b. No ☐
10. What are the possible support you can think that the government should provide for these institutions ?
- a. Adequate and timely financial assistance ☐
- b. Recognition without delay and unnecessary procedures ☐
- c. Regular supervision ☐
- d. Any other (specify) ☐

### Section G : *FOR COMMUNITY/POLITICAL LEADERS AND INTELLECTUALS*

1. Please state the following information:

a. Name \_\_\_\_\_

- b. Sex : M/F \_\_\_\_\_ c. Age \_\_\_\_\_
- d. Religion \_\_\_\_\_ e. Status \_\_\_\_\_
- f. Place of Domicile (town, District) State) \_\_\_\_\_

2. Are you aware of any minority managed educational institution in your area ?

a. Yes

☐

b. No

☐

c. There is none

☐

3. If yes, in your opinion how would you rate them with other institutions ?

a. Exceptionally good

☐

b. As good as others

☐

c. Worse than others

☐

d. As bad as others

☐

4. In case you do not rate them as good as other institution, how would you account for their poor performance ?

a. Quality of education is poor

☐

b. Very few competent teachers

☐

c. Students' facilities are poor

☐

d. General conditions are not good

☐

e. There is no element of competitiveness

☐

5. Do you see any need for having a separate institution for minorities ?

a. The need is certainly there

☐

b. There is no need

☐

6. What in your opinion could be the role of Government in improving the condition of minority Institutions ?

a. Framing the right policy

☐

b. Providing adequate financial assistance

☐

c. Exercising control and supervision

☐

d. Any other (specify) \_\_\_\_\_

☐

7. Do you think that the minority managed educational institutions are established by community action to serve their own purpose ?

a. Yes

☐

b. No

☐

c. Uncertain

☐

8. Do you think that some individuals or groups take advantages of the Constitutional provision ?

a. Yes

☐

b. No

☐

c. Uncertain

☐

### Section H : *FOR GOVERNMENT FUNCTIONARIES :*

1. Please state the following information about yourself, if you like :

a. Age

b. Sex : Male/Female

c. Religion

d. Designation

e. Total years of service

f. Years of service in the present place

g. Education

h. Place of birth

2. How long have you been dealing with the minority managed educational institutions ?

3. Do you think that the minority managed educational institutions are performing satisfactorily ?

a. Yes

☐

b. No

☐

4. If 'no' what could be the reasons for their poor performance ?

a. Mismanagement

☐

b. Lack of qualified teachers

☐

c. Lack of motivation among students

☐

d. Lack of motivation among parents

☐

e. Paucity of funds with the management

☐

f. Lack of teaching facilities

☐

g. Any other (specify)

5. What are the areas in which they do not perform well ?

a. Teaching

☐

b. Motivating students

☐

c. In building institution-parent relationship

☐

d. Performance in examinations

☐

e. Utilisation of funds

☐

f. Disbursement of scholarship to students

☐

g. Auditing

☐

h. Provision of adequate facilities to students ☐

i. Proper counselling of students ☐

k. Supervision and management ☐

j. Provision of facilities to teachers ☐

l. Any other (specify) \_\_\_\_\_

6. In your opinion how would you rate minority managed educational Institution with other private/government institutions ?

a. Exceptionally better ☐

b. As good as others ☐

c. Poorer than others ☐

d. Dismal ☐

7. In your opinion which of the following religious groups are showing poor performance:

a. Muslim ☐

b. Christian ☐

c. Zoroastrian ☐

d. Buddhist ☐

e. Sikh ☐

8. In your opinion do the minority managed educational institutions follow the regulations of the Government ?

a. Yes ☐

b. No ☐

c. Uncertain ☐

9. Do you think that the minority managed educational institutions are needlessly more favoured by government than other institution ?

a. Yes ☐

b. No ☐

c. Uncertain ☐

10. Could you locate where exactly the problem lies in the matter of unsatisfactory performance of minority managed educational institutions ?

*Organisational*

i. Management ☐

ii. Teaching staff and union ☐

iii. Non-teaching staff and union ☐

iv. Students' union ☐

*Functional*

v. Teaching ☐

vi. Teaching aid ☐

vii. Administrative decision ☐

viii. Working of office ☐

## Part IV

### GRIEVANCES REDRESSAL

1. Minority Managed Educational Institutions claim to have numerous grievances. Could you suggest some effective measures for the redressal of these grievances in the following areas and improve the efficiency and effectiveness of these institutions :

i. Financial Grievances

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be from a notebook or a set of legal pads. The edges of the paper are slightly irregular, and there's a faint shadow on the right side, suggesting it might be part of a bound volume.

## ii. Non-financial Grievances

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

SOME  
DOCUMENTS

✓ Table-1.13 POPULATION BY RELIGION

| Religious group | 1961                |                             | 1971                |                             | 1981                |                             |
|-----------------|---------------------|-----------------------------|---------------------|-----------------------------|---------------------|-----------------------------|
|                 | Number<br>(million) | Percent-<br>age to<br>total | Number<br>(million) | Percent-<br>age to<br>total | Number<br>(million) | Percent-<br>age to<br>total |
| 1               | 2                   | 3                           | 4                   | 5                           | 6                   | 7                           |
| Hindus          | 366.5               | 83.5                        | 453.3               | 82.7                        | 549.8               | 82.6                        |
| Muslims         | 46.9                | 10.7                        | 61.4                | 11.2                        | 75.5                | 11.4                        |
| Christians      | 10.7                | 2.4                         | 14.2                | 2.6                         | 16.2                | 2.4                         |
| Sikhs           | 7.8                 | 1.8                         | 10.4                | 1.9                         | 13.1                | 2.0                         |
| Buddhists       | 3.2                 | 0.7                         | 3.8                 | 0.7                         | 4.7                 | 0.7                         |
| Jains           | 2.0                 | 0.5                         | 2.6                 | 0.5                         | 3.2                 | 0.5                         |
| Others          | 1.5                 | 0.3                         | 2.2                 | 0.4                         | 2.8                 | 0.4                         |
| Total           | 439.2               | 100.0                       | 548.2               | 100.0                       | 665.3               | 100.0                       |

Source: Census of India, 1981.

\* Including unclassified persons.

Note: 1981 data do not include Assam.

## LAND AND THE PEOPLE

19

Table-1.14 POPULATION RATIO FOR PRINCIPAL LANGUAGES  
1971-1981

(Number in crore)

| Language  | Number |       | Percentage |      |
|-----------|--------|-------|------------|------|
|           | 1971   | 1981  | 1971       | 1981 |
| Hindi     | 208.5  | 264.2 | 38.0       | 39.9 |
| Bengali   | 44.8   | 51.5  | 8.2        | 7.8  |
| Telugu    | 44.7   | 54.2  | 8.1        | 8.2  |
| Marathi   | 41.8   | 49.6  | 7.6        | 7.5  |
| Tamil     | 37.7   | 44.7  | 6.9        | 6.8  |
| Urdu      | 28.6   | 35.3  | 5.2        | 5.3  |
| Gujarati  | 28.9   | 33.2  | 5.3        | 5.0  |
| Malayalam | 21.9   | 26.0  | 4.0        | 3.9  |
| Kannada   | 21.7   | 26.9  | 3.9        | 4.1  |
| Oriya     | 19.9   | 22.9  | 3.6        | 3.5  |
| Punjabi   | 14.1   | 18.6  | 2.6        | 2.8  |
| Assamese  | 8.9    | —     | 1.6        | —    |
| Sindhi    | 1.7    | 1.9   | 0.3        | 0.3  |
| Kashmiri  | 2.5    | 3.2   | 0.5        | 0.5  |

Source: Census of India 1971 and 1981.

Note 1981 data do not include Assam.



2. Cable to Liaquat Ali Khan<sup>1</sup>

Your telegram No. 3176 dated 23rd August. While I am always prepared to give you any information about happenings in India, and in particular about Pakistan nationals in India, I do not understand the concern of the Pakistan Government in regard to Indian nationals in India, whether they are Muslims or non-Muslims. We cannot recognise that the Pakistan Government is the custodian of the interests of any Indian national in India, whatever his religion might be. The Government of India are fully conscious of their responsibility in regard to their nationals.

It is difficult for me to deal with vague statements and charges that you have made. In regard to the Agra incident on August 15th, which we greatly regret, the facts you have stated are not correct. Conflict took place there between some refugees and Muslim occupants of a house. Some Muslims opened fire from their houses and there was an exchange of fire between the police and these Muslims. Some refugees took advantage of this opportunity to break open shops and houses and loot them. Six cases of arson and 48 cases of looting shops and houses were reported. The loss of property has not been very excessive and some looted property has been recovered. Total casualties were as follows:

Killed—18 including 14 Muslims, 3 Hindus and one other. Injured—56 including 39 Muslims and 17 Hindus. One Sub-inspector and three constables injured in riot. Number of persons arrested reported to be 972 of whom 721 are non-Muslims and 251 are Muslims.

The situation was brought under control the same evening and there have been no incidents since.

1. New Delhi, 25 August 1948. J.N. Collection.

3. Cable to Liaquat Ali Khan<sup>1</sup>

Please refer to your telegram No. 3445 dated 10th September.<sup>2</sup> I regret that owing to heavy pressure of business requiring immediate attention I could not answer it earlier.

2. I am sorry to say that there is much in your telegram which is highly controversial. I do not, however, intend that relations between the two Dominions should be exacerbated by indulgence in charges and counter-charges or angry dialectics. I have more than once told you of the vital importance that we attach to the protection of the life, property and honour of all minorities, including Muslims, in India. The pity of it is that incidents, which are not of our making and which we regret and deplore as much as anybody, are misunderstood and greatly exaggerated in order to throw doubts upon our good faith. I think you will agree that, so long as responsible persons in Pakistan think and speak on these lines, there cannot be that measure of understanding between the two Governments on this problem that you and, I assure you, all of us here desire. Tolerance towards all minorities and full rights of citizenship for Muslims as well as impartial enforcement of law and order are our watchwords.

3. I do not quite know what measures you have in mind for devising ways and means for preserving the interests of minorities in each Dominion. If you have any suggestions to make, I shall be happy to consider them most carefully.

1. New Delhi, 14 September 1948. J.N. Collection.  
2. Liaquat Ali had claimed that till then Pakistan had been alone in extending the hand of friendship to India.

secured first class.

## Minorities Commission conducting study

Bangalore: The Minorities Commission is conducting a study of financial and non-financial grievances of minority-managed educational institutions. The heads of such institutions have been requested to obtain the questionnaire from the Indian Institute of Public Administration, Indraprastha Estate, Ring Road, New Delhi 110 002, and furnish the information sought. Based on the information received, the Minorities Commission will submit a report to the Union Government on problems facing minority institutions, according to a press release issued by the Secretary of the State Minority Commission.

*Telamie Voice*

*Age Committee Bangalore*

Besides this, the district Muslims set up Qaide British Educational Trust

DECCAN HERALD

25.2.1972

## Minorities panel conducting study

DH By Our Staff Reporter

BANGALORE, Feb. 24. -- The Minorities Commission is conducting a study of financial and non-financial grievances of minority-managed educational institutions. The heads of such institutions have been requested to obtain the questionnaire from the Indian Institute of Public Administration, Indraprastha Estate, Ring Road, New Delhi, 110 002, and furnish the information sought. Based on the information received, the Minorities Commission will submit a report to the Union Government on problems facing minority institutions, according to a press release issued by the Secretary of the State Minority Commission.

INDIAN EXPRESS

IE 25/2/72

## Study on problems of minority institutions

EXPRESS NEWS SERVICE

BANGALORE - Heads of the minority educational institutions are requested to get questionnaire from the Indian Institute of Public Administration, Indraprastha Estate, Ring Road, New Delhi-110002 to furnish information about the problems faced by the minority institutions.

An official press release says that a study of financial and non-financial grievances of minority educational institutions has been taken up by the Minorities Commission, Government of India. Based on the information provided by the minority institutions the Commission would file a report to the Centre on problems faced by the minorities in the country.

THE DAILY SALAR

## اقلیتی تعلیمی اداروں کے سربراہ متوجہ ہوں

فراہم کی گئی اطلاعات کی بنیاد پر اقلیتی کمیشن حکومت ہند حکومت کے رپورٹ ایک پورٹ پیش کرے گی جس میں اقلیتی اداروں کے کلائم مسائل کو سامنے رکھا جائے گا۔

بنگلور: ۲۴ فروری: گونا گونا گونے افشاریشن) آج یہاں جاری کیے گئے ایک سرکاری بیان کے مطابق اقلیتی کمیشن حکومت ہند نے ہندوستان میں اقلیتوں کی جانب سے چلائے جارہے تعلیمی اداروں کی مالی اور غیر مالی شکایتوں کا ایک جائزہ لینا شروع کیا ہے۔ اقلیتوں کی جانب سے چلائے جارہے اداروں کے سربراہوں سے گزارش کی گئی ہے کہ وہ انڈین انسٹی ٹیوٹ آف پبلک اڈمنسٹریشن انڈیا پرستھایٹسٹ ڈوننگ روڈ نئی دہلی ۱۱۰۰۰۲ سے سوال نامہ طلب کریں گے۔ درکار اطلاعات فراہم کریں۔ اداروں کی جانب سے

## اقلیتی ادارے

### اپنی دشواریوں سے باخبر کریں

بنگلور: ۲۴ فروری: سالانہ رپورٹ حکومت ہند کی ایڈمنسٹریشن کمیشن کی جانب سے ہندوستان میں اقلیتی اداروں کے مسائل پر رپورٹ تیار کی جا رہی ہے۔ اقلیتی اداروں کے سربراہوں کو اپنی دشواریوں سے باخبر کرنے کے لیے حکومت ہند نے ان کو ایک سوالنامہ بھیج دیا ہے۔ ان کو اس سے جواب دینا چاہیے۔ اقلیتی اداروں کے مسائل کو سامنے رکھنا حکومت ہند کی ایک اہم پالیسی ہے۔ حکومت ہند کی ایڈمنسٹریشن کمیشن کو اپنی رپورٹ تیار کرنے اور اقلیتی اداروں کے مسائل سے مرکز کی حکومت کو باخبر کرنے میں مدد حاصل ہو سکتی ہے۔ رپورٹ اقلیتی کمیشن کے سربراہوں نے آج یہاں اس کی اطلاع دی ہے۔

## THE BAI AVABAI FRAMJI PETIT PARSI GIRLS' ORPHANAGE

Nos. { School  
6483018 (Bandra)  
Office : 27 43 58  
27 22 40

Office :  
Mehta Building, 3rd Floor,  
Nagindas Master Road, (Meadows Street),  
Fort, BOMBAY-400 023.

AFP/328/92

Date 21/1/92

Dr. R. N. Thakur  
Project Director and  
Professor of Sociology and  
Social Welfare Administration  
Indian Institute of Public  
Administration  
Indraprastha Estate,  
Ring Road,  
New Delhi - 110002.

UNDER CERTIFICATE OF POSTING.

Dear Dr. Thakur,

Financial and Non-Financial Grievances of Minority  
Managed Educational Institutions.

We have several Trusts under the name of 'Petit' whose aims and objects, amongst others is the promotion of education facilities particularly for the poor and the needy. We have three Schools bearing the name 'Petit' who cater for courses leading to the S.S.C. and I.C.S.C. examinations.

The School teaching for the I.C.S.C. is governed by the Central Board of Education whose rules and regulations permit the School to function as a Minority Community Managed Institution having full control of its administrative and financial management. However, in the case of the Schools teaching for the S.S.C. under the Government of Maharashtra we, as a minority managed institute are debarred from exercising administrative and financial controls.

The following highlight the present status. The Government of Maharashtra has enacted . 3 acts.

- (a) The Secondary Schools Code which is applicable to all Schools.
- (b) The Maharashtra Employees of Private School - Conditions of Service Rules 1981.
- (c) The Maharashtra Educational Institutions Management Act which provides for the taking over the management of property owned by Educational Institutions.

## THE BAI AVABAI FRAMJI PETIT PARSI GIRLS' ORPHANAGE

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Dr. R. N. Thakur  
Project Director and  
Professor of Sociology and  
Social Welfare Administration  
Indian Institute of Public  
Administration  
Indraprastha Estate,  
Ring Road,  
New Delhi - 110002.

UNDER CERTIFICATE OF POSTING.

Dear Dr. Thakur,

Financial and Non-Financial Grievances of Minority  
Managed Educational Institutions.

We have several Trusts under the name of 'Petit' whose aims and objects, amongst others is the promotion of education facilities particularly for the poor and the needy. We have three Schools bearing the name 'Petit' who cater for courses leading to the S.S.C. and I.C.S.C. examinations.

The School teaching for the I.C.S.C. is governed by the Central Board of Education whose rules and regulations permit the School to function as a Minority Community Managed Institution having full control of its administrative and financial management. However, in the case of the Schools teaching for the S.S.C. under the Government of Maharashtra we, as a minority managed institute are debarred from exercising administrative and financial controls.

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- (c) The Maharashtra Educational Institutions Management Act which provides for the taking over the management of property owned by Educational Institutions.



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CRAWFORD BAYLEY &amp; Co.

(Registered)

C. H. PARDIWALA \*  
 S. Y. REGE \*  
 R. A. SHAH  
 A. R. WADIA  
 D. B. ENGINEER  
 H. C. ASHER  
 D. D. UDESHI  
 D. E. UDWADIA  
 C. M. MANIAH  
 S. N. TALWAR  
 D. C. SHROFF

SOLICITORS &amp; ADVOCATES

\*NOTARIES

State Bank Buildings,

N.G.N. Vaidya Marg,

Bombay-400 028.

CMM/AG/ 12965

20th November 1990

File no. 297  
 dated 20/11/90

The Bai Avabai Framji,  
 Petit Parsi Girls' Orphanage,  
 Bombay.

Attn: Mr. R.K. Lalkaka

Dear Sirs,

Bombay Municipal Corporation Act, 1888  
 Bombay Primary Education Act, 1947.

We refer to Mr. R.K. Lalkaka's recent call on  
 us in the above captioned matter.

You wish to be advised on the applicability  
 of the following statutes to the Bai avabai Framji  
 Petit Parsi Girls' Orphanage ("the School"):-

The Bombay Municipal Corporation Act, 1888 ("the  
 BMC Act")

The Bombay Primary Education Act, 1947 ("the BPE  
 Act")

We are informed that the School consists of  
 Pre-primary, Primary and Secondary sections.

Section 1(2) of the BPE Act provides that the  
 Act extends to the Bombay area of the State of  
 Maharashtra excluding Greater Bombay.

Section 3(a) of the BMC Act defines "Greater  
 Bombay" as the areas specified in Parts I, II and  
 III of Schedule A to the Greater Bombay Laws and

1

TELEPHONE : 2863713, 2860986, 2860277, 250510, 250488, 310443, CABLE : "LEX Bombay"  
 TELEX : CBCO IN 11-3931 & CBAC IN 11-4598 • FAX : 22-2860355  
 118-3931 118-4598

the Bombay High Court (Declaration of Limits) Act, 1945" and on and from the date of commencement of the Bombay Municipal (Further Extension of Limits and Schedule BBA (Amendment)) Act, 1956, and includes the extended suburbs i.e., the area specified in Part IV of this Schedule.

Section 2(2) of the Greater Bombay Laws and Bombay High Court (Declaration of Limits) Act, 1945, provides that "Greater Bombay" means the areas for the time being specified in Schedule A.

Schedule A comprises of four parts; clause (1) of Part II states as follows:-

"The limits of the municipal boroughs of Bandra, Parle-Andheri and Kurla and of municipal districts of Ghatkopar-Kirol and Juhu".

We are informed that the school is situate in Bandra.

We are, therefore, of the opinion that the BPE Act does not apply to the School.

Our attention has been drawn to the Grant-In-Aid-Code ("the Code") of the Municipal Corporation of Greater Bombay, Primary Education Department, for Approved Private Primary Schools in Greater Bombay.

You wish to be advised whether you are necessarily required to apply for recognition under the Code.

Rule 1 of the Code provides that Primary Schools in Greater Bombay may be granted recognition by the Education Committee of the Corporation provided they conform to the Rules set forth in the Code.

We consider that even though you are entitled



to apply for such recognition as the school is situate in Greater Bombay, the provisions of the Code do not compulsorily require you to apply for recognition, and are optional in this respect. However, regard must be had to the other provisions of Rule 1 of the Code which enact that such recognition would entitle the schools to:

(i) present their pupils at all public examinations;

(ii) present pupils as candidates for Scholarship Examination and admit scholarship holders; and

(iii) apply for registration for Grant-in-Aid from the Education fund.

We may at this stage, mention that Section 61(q) of the BMC Act provides that it shall be incumbent on the Corporation to make adequate provision, by any means or measures which it is lawfully competent to them to use or to take for maintaining, aiding and suitably accommodating schools for primary education subject always to the grant of building grants by the State Government in accordance with the Government Grant-in-Aid Code for the time being in force.

A possible implication of this provision could be that the BMC Act imposes an obligation on the Corporation to provide for the maintenance of Primary Schools.

We trust that the above proves of assistance to you but, should you require any further clarification or elucidation, please do not hesitate to revert to us.

Yours faithfully,

um.

SCHEDULE 'A'  
[ See rule 2 (I) (i) ]

School Committee

1. (a) Every school shall have a School Committee which will be responsible to Government for the management of the School. There shall be different School Committees for (i) Primary School, (ii) Secondary School including Higher Secondary class, if any, (iii) Junior College section attached to Senior College and (iv) Junior College of Education.

(b) A Society or Trust conducting more than one school shall have a Co-ordination Committee for all the schools conducted by the Society or Trust or for a group of schools of Society or Trust in addition to the School Committee of each such school.

"The decisions of the School Committee in regard to its various functions shall be subject to ratification by the Co-ordination Committee.";

\*[2. The School Committee shall consist of—

(a) Four representatives of the Management consisting of the President of the governing body or his nominee and three members nominated by the governing body. The President of the governing body or his nominee shall be the Chairman of the Committee;

(b) One member from amongst the permanent teachers from the same school only in order of seniority by annual rotation;

\*[and one member from amongst the non-teaching staff from the same school only in order of seniority and by categoriwise annual rotation.

• *Illustration.*—Librarian, if any, during the first year. Seniormost Clerk during the second year. Laboratory Assistant, if any, during the third year. Senior most member of the Lower Grade Staff during the fourth year. Then again Clerk next in order of seniority during the fifth year and so on.]";

(c) The Head of the School, who shall be *ex-officio* Secretary of the School Committee, shall be responsible to keep a record of the proceedings of the Committee's meeting.

Provided that, in the case of a school run by a Trust which is registered as public trust the four representatives referred to in clause (a) shall consist of four founder members, if there are such members available. If there is one or more but less than four such founder members the three or other requisite number of members shall be nominated by the founder members so as to make the total number of members four on the School Committee for such school.

\* Substituted by Notification No. PST 1083/194/SE3-Ce.1 dated 20-12-1984.

"Provided further that, the President of the governing body shall have the right to change his nominee after completion of one year. Similarly, the governing body shall have the right to charge one or more of its nominees after completion of one year.

(d) The nomination shall stand cancelled if the person remains absent at three consecutive meetings without leave.

(e) The School Committee shall meet at least six times in a year subject to the condition that the interval between two meetings shall not be more than 60 days.";

3. Functions of the School Committee shall be as follows, namely :—

(a) management and regulation of the finance of school, keeping of accounts and making investments of the funds of the school;

(b) preparation of budget estimates;

✓(c) appointment of employees (other than the Head of the School);

✓(d) institution of new teaching courses;

✓(e) confirmation, promotion of and minor punishment to the employees other than Head subject to the provisions of the Act and these rules;

✓(f) grant of leave other than casual leave, to the staff other than the Head of the school whose leave will be granted by the Management;

✓(g) reporting to the Management on matters relating to the school.

4. The Co-ordination Committee shall consist of—

(a) the President (or his representative from amongst members of the Management);

(b) the Head of each school conducted by the same Management or of each school in the group of schools in a locality for which the Co-ordination Committee is formed, and;

(c) a member of the School Committee of each school or group of schools, representing the Management.

\*"Provided that, the President of the governing body or, as the case may be, the governing body itself shall have the right to change his or its representative or the member of the School Committee representing the Management on the Co-ordination Committee after completion of one year.

\*(d) The nomination shall stand cancelled if the person remains absent from three consecutive meetings without leave.

\*(e) A member nominated by the Management from amongst the members at (c) shall be the *ex-officio* Secretary of the Co-ordination Committee.

\* Added by Notification No. PST 1083/194/SE3-Cell dated 20-12-1984.

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(f) The Co-ordination Committee shall meet at least twice in a year.”;

5. The Co-ordination Committee will in general co-ordinate the activities of the School Committees of the schools under the same Management or a group of schools in the same locality.

\*“The Committee shall have the power either to ratify the decisions of the School Committee or to refer back the same to that Committee with its own recommendations.”

6. The term of the School Committee or Co-ordination Committee shall be co-terminus with that of the Management.

7. No individual member of the School Committee or Co-ordination Committee excepting the Head of the school shall directly or indirectly interfere with the internal administration of the school, the discipline of the school and the duties of the teachers.

## Roshni High School

LIGHT THAT KINDLES OUR LIFE  
(Conducted by Roshni Education Society)

10, Tadiwalla Road, Pune 411 001

667088

Recog. No. 11.340



*Part 2*  
*Dr. H. K. K.*

Managing Trustee

Mrs. R. E. Mehta

Supdt

Mr. T. B. Irani

Secretary School Committee

Mrs. G. P. Bhagwagar

Headmistress

Mrs. S. Cherian

No. RS/82/92-93

Date 18-09-1992

To,  
Mr R N Thakur,  
Project Director,  
Indian Institute Of Public Administration,  
Indra Prashha Estate,  
Ring Road,  
NEW DELHI - 110002.

Sir,

We had received your letter with questionnaire book regarding Minority Managed Educational Institutions during the S.S.C. Exams of Science practicals and Public Board Examinations. Our school is also a centre for conducting the S.S.C. Exams. Immediately, the exams were over we had to conduct our full school's Final examination. After returning from the summer vacation we were very busy with Admissions from Zilla Parishad. Therefore it was a very busy academic year 1991-92.

The questionnaire has several parts and therefore took quite a long time for all to give their recommendations. Now that it is ready I am enclosing the same for your perusal. The members of the Management sincerely hope that our grievances will be taken into consideration. We Zoroastrians are minority managed Educational Society but since our own number of students are extremely depleted we cannot conduct a school giving preference to language, therefore we are conducting an English Medium School for the benefit of all communities. We have been conducting this school from 1969 and the students in the S.S.C. Exams have achieved excellent results from 90% to 100%. Ours is a top ranking school in academics and physical education as our students are even selected for the Basket Ball team from the District level to appear for the state.

## Roshni High School

LIGHT THAT KINDLES OUR LIFE

(Conducted by Roshni Education Society)

10, Tadiwalla Road, Pune 411 001

667088

I Recog. No. 11,340

Managing Trustee

Mrs. R. E. Mehta

Supdt

Mr. T. B. Irani

Secretary School Committee

Mrs. G. P. Bhagwagar

Headmistress

Mrs. S. Cherian

No.

Date \_\_\_\_\_ 19

Inspite of all our efforts we are not given financial assistance by the government in the form of grant-in-aid hence we have to depend on our collections of fees and donations for funds. We cannot pay our teachers the rising government scales or other allowances, therefore the grievances of our school are that staff is unsatisfied and parents are burdened with payment of increasing fees.

We hope to receive your cooperation in this matter and please do excuse us for the delay in sending this questionnaire.

Thanking You,

Yours sincerely,



(MRS R E MEHTA)

Mg. Trustee



# Sir Syed Group of Schools

( Registered under the W. B. Societies Act XXVI of 1961 )

Post Box No. 10609, Gram : TALEEMAT, Calcutta-700 023 ☎ 49-4730, 49-4761

Ref : SSGS/PR/92-93

8th May 1992

To  
Prof. R. N. Thakur  
Project Director  
The Indian Institute of Public Administration  
Indra Prastha Estate,  
Ring Road,  
New Delhi = 110002

Ref : Your letter dt. April 22, 1992

Dear Sir,

Sub : Research study sponsored  
by Minorities Commission

On a perusal of the questionnaire you have so kindly sent to us we were at a fix whether to respond or not as because we do not receive any grants-in-aid from Government although we have been running SIR SYED AHMED PRIMARY SCHOOL since 1969 in fact we got launched with this particular school. At this stage it needs to be clarified that since 1980 the school has been recognised and three teachers out of five are receiving their salaries direct from the Education Department, Govt. of West Bengal. Many of our (present day) staff-members who hold responsible positions in the organisation did have their early education from this very institution i.e. SIR SYED AHMED PRIMARY SCHOOL ~~AN~~ and later pursued their higher education. So the need for such minority managed institutions could not be denied or relegated in any way, This realisation made us to give a second thought and we decided to respond even though not sure as to our role and status under your scheme of study.

Perhaps you will appreciate our initial hesitation which has also been reflected in the answer schedule however we tried to comply with the request as faithfully as possible with the hope that this might in some way help you to look beyond courtyard of Grants-in-aid and think about larger group of people and institutions that are plodding on their own. Could we think of any measure to bring them in the common pool ?

With kind regards,

Yours sincerely,

(Anwar Premi)



# Sir Syed Group of Schools

( Registered under the W. B. Societies Act XXVI of 1961 )

Post Box No. 10609, Gram : TALEEMAT, Calcutta-700 023 ☎ 49-4730, 49-4761

18th May 1992

Ref : SSGS/PR/92-93/25

To  
Prof. R. N. Thakur  
Project Director  
The Indian Institute of Public Administration  
Indraprastha Estate, Ring Road,  
New Delhi = 110 002

Dear Sir,

Ref : Your letter dt. April 22, 1992

Sub : Research study sponsored by  
Minority Commission.

Perhaps the filled-in questionnaire one set in respect of the SIR SYED AHMED PRIMARY SCHOOL has already reached you - initially we thought of deferring the reply for the other two institutions awaiting feed-back from you. Then it dawned on us that it might not be possible for you at this stage of inquiry to screen each of the replies and send your comments - more so you have a time-frame to complete each component of the study schedule. Hence, we decided to rush through the remaining two (i) SIR SYED JUNIOR HIGH SCHOOL and (ii) Non-formal and Mass Education Programme christened by us as Community College along-with this letter.

The reason d'tre for minority managed institution has been put forward quite forcefully in our letter dt. 8th May 1992 and views have been expressed while responding to specific question in the schedule. However we would like to ~~re~~ put it on record, once again that minority managed institutions do have a responsibility to protect and propagate cultural trait and characteristic of the particular community it represents but at the same time shun isolationism and be open to fresh ideas (old and new) a common heritage of our nation, nay, human race.

With kind regards,

N.B. All the three sets of responses sent by us be taken together, even though in some parts you may find repetition, but that has been done purposely to emphasise

Yours sincerely,

(Anwar Prem)

General Secretary

Admn. Office : 28/A, Mominpore Road, Calcutta-700 023 • Regd. Office : 9, Hossain Shah Road, Calcutta-700 023  
the point of view expressed therein.



1. Minority Managed Educational Institutions claim to have numerous grievances. Could you suggest some effective measures for the redressal of these grievances in the following areas and improve the efficiency and effectiveness of these institutions :

S.S.G.S is working as a catalytic agent in the area of its involvement which is expanding both vertically and horizontally i.e. both in depth and dimension. Our main plank being education we have initiated a programme alongwith other local institutions running Junior High Schools to promote quality education. In response to this schedule we have not only focused on SIR SYED JUNIOR HIGH SCHOOL, but also taken into consideration the problems in general faced by others as well with whom we have a fraternal relationship. All those institutions who are co-operating in our efforts in affecting on qualitative change in curricula and other related areas of school performance, we just name a few of them locality wise with specific thrust each ~~of~~ one of them might have been laying stress. As mentioned earlier while responding to a similar questionnaire for SIR SYED AHMED PRIMARY SCHOOL, We would like to move a step further by saying that we are hotly persuing the idea of converting/up-grading some of the existing Junior High Schools having infrastructural facilities or venture into launching new institutions - Higher Secondary Schools for boys and girls under the aegis of SSGS. In response to requests from slum areas having concentration of minority population, we have decided to extend our wings (services) to Garden Reach, besides existing Mominpore-Kidderpore area.

How they are responding to the needs of Particular  
need of the community and neighbourhood. }

Case Study of a Model Organisation

( FOR  
CASE STUDY )

Accommodation

Finance

Human Resource Development ( Man-Power Training )

Besides Primary and Junior High Schools run by S.S.G.S there are other such schools in the locality managed by different bodies ; but there is practically no Higher-Secondary School where they can go after passing-out from these local Junior High Schools . Interesting enough just in the peripheral areas we have a number of high standard English Medium School - run and managed by different church bodies where our children are not welcome generally. Education is a great leveller and provided leverage for development. We are making efforts in these problem areas as cited above and hopefully looking for the day when we will be in a position to report on the progress in this direction.

#### COMMUNITY COLLEGE :

Community college is a concept we are trying to develop which will design courses to suit the educational needs of the community with an eye to economic necessities/compulsions. It may be asked where do we place it within the educational frame-work prevalent in the country. It has been accepted by all that education is a continuing process and the institutional facilities offered are inadequate to satisfy the varied needs of different segments of people having diverse socio-economic and religio-cultural back grounds. Hence, the courses designed will reflect the peculiar situation, & cater to the specific needs of the area. So the community college as conceived has a bipolar approach laying equal stress on Vocational and non-vocational sphere - both eclectic and holistic because life is an indivisible whole. Learning that liberates the mind is true education. As such/hence education and training in liberal arts and sciences are also given due weightage. Community college will succeed depending on our ability to enlist the co-operation from the community it serves as well as being alive to its social obligation to the larger community nay, nation as a whole.

The proposition is quite simple but execution will put our ingenuity into test. What we are trying under this scheme is to match the local resources, both human and material with the emerging requirements of a changing society.

Step One : Enlistment of different educational, technical and vocational institutions ; libraries, museums, horticulture, zoo etc. besides factories and other work places in and around the locality that might help and cooperate in our intensive and extensive training programmes.

Step Two : Preparation of a dossier of people and personnel having interest, aptitude or ability to contribute their time and talent in transforming the society according to the needs of the time.

Step Three : In this novel scheme the nodule point would be a well organised and adequately equipped community centre capable of undertaking various activities outlined above with a vision for the future.

At this stage, on a poster, we would like to follow the path indicated earlier i.e.

- i) accommodation
- ii) finance
- iii) trained man.power


which requires understanding through dialogue at different levels and support and guidance from the Minority Commission is most welcome - which we sincerely solicit.

- c. Library books
- d. Study materials
- e. Facilities for games and sports
- f. Teaching aid

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Section G: *FOR COMMUNITY POLITICAL LEADERS INTELLECTUALS*

1. If you were/are connected with some minority managed educational institutions in various ways, could you please help locating some problems faced by them ? Problems in the area of :
- Grants-in-aid procedure seems to be cut and dry and is not responsive enough to appreciate individual circumstances of a particular community or group - innovative ideas and programmes await for a taker - flexibility is the crying need.
  - Managing Committee should include different interest group in the organisation so that each segment within finds a place and have a say in the policy making.
  - Recruitment of teachers is a real hard nut that puts minority managed or for that matter all venture schools into a tight spot. The people who volunteer at the initial stage without whose interest and involvement it would not have been possible to get launched many of them may not fulfil the criteria of appointment at the time of sanctioning the post and/or Grants-in-aid. As a result many institution, though entitled for such Grants-in-aid could or would not avail of the same.
  - There is not much in service training facilities open to such teachers even though they are quite interested and sincerely strive to improve the quality of teaching within their limited scope.
  - Students problems are many and varied - starting with parental apathy, economic insecurity, inadequate facilities for studies at home and locality to lack of opportunities for higher-studies and employment etc.
  - An appreciation of difficulties on both ends coupled with pragmatic attitude to cope with objective situation with a wider perspective of communitarian living that tends to emerge despite distraction needs to be pursued.

3. In the light of views expressed in answer to query No. 1 what we feel is that a provision be made to create a minority cell attached to the Department of Education in each state so that they can help scrutinize each proposal for Grants-in-aid and/or sanction on merit.
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Dr. K.N. PHANUR  
Professor of Sociology  
and social administration  
Project Director.

Md. Mahamudali  
Head Master and Secretary,  
(Ex-Officio) under Order No.  
Thoubal, the 19th June '92  
Memo No. 10/2/91 (M)  
Inspector of Schools Zone-III  
(M) te-charge Vill. Hayel  
labuk S.P.C. Khangabok.

Sir,

I have the honour beg to state that the following few lines for your kind consideration and sympathetic orders.

That, the minority institution, the Lombi Bibi High School is the only one in the village of Hayel labuk, a minority muslim community where there is only one Govt. Primary School in the midst of 2,500/3000 peoples. Since the childrens of uneducated peoples in this village are having absorb in superstitions. The debacle girl's and boys who all are continuing in uneducated in the village of Hayel labuk to take seltre in the habits of customs in Parda system. Under minutely with consideration of minority group. This institution was organised in the year 1987. So, the community is trying couldopen a little crust of purdha the tantalise about that being a materials of declined at future nation.

So, I therefore request you to be kind consideration in fact above and sympathetic orders for recognised and the minority commission in this minority institution for which act of your kindness, I shall ever remain you.

Your'sfaithfully

Dated, Hayel labuk  
The 27th July/'92.

(Md. Mahamudali)  
Head Master & Secy.  
(Ex-Officio) of Lombi Bibi  
High School Hayel labuk.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

انجمن تعلیم المسلمین (رجسٹرڈ) جے پور

## ANJUMAN TAALIMUL MUSLEMEEN JAIPUR (RAJ.)

*Postal Address :*

Central Office Muslim Schools  
Moti Doongri Road, Jaipur-4  
Phone No. : 48732

Reg. No. : 16/1956-57  
Reg. : I.T. Act 1961, Under 12A  
I.T. Exemption Under 80G  
Reg. FCRA 1976

### INSTITUTIONS UNDER MANAGEMENT

1. Muslim Senior Higher Secondary School.
2. Muslim Girls Senior Higher Secondary School.
3. Muslim Girls Middle School.
4. Muslim Girls Primary School
5. Muslim Primary School
6. Muslim Model Primary School (Co-Education)
7. Muslim Women I.T.I.

RELIGIOUS INSTITUTION  
JINSI MASJID

#### NON FORMAL INSTITUTIONS

1. Training & Coaching Centre
2. Centre for Non School going Children
3. Women Adult Literacy Centre
4. Survey & Research Bureau

#### SOCIO ECONOMIC FORUM

- (a) HUGE COMMERCIAL COMPLEXES
- (b) BANK BUILDING
- (c) BOOKS & STATIONARY STORE
- (d) STIPEND-CUM-JOB TO EDUCATED UNEMPLOYED YOUTHS
- (e) GUIDING & COUNSELLING CENTRE

#### PROJECTS BEING STARTED

1. Muslim Girls Hostel (under Construction)
2. Muslim B. Ed. Teachers Training College
3. Women Polytechnic  
(Expansion of present Women I.T.I.)

#### PROJECTS ENVISAGED

AUDITORIUM &  
COMMUNITY CENTRE