

Government Initiatives for Promoting Education Empowerment of Muslim Minority: A Case of MDM (Mid-Day-Meal) and SSA (Sarv- Siksha -Abhiyan) in Mewat District, Haryana

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Abstract

Since 2004-05 serious attempt has been made to bring about significant changes in educational development of Minorities, particularly Muslims. PM 15 point programme has been launched. A separate Ministry of Minorities has been created for rapid development of Minorities. The entire Muslim minority concentration districts have been made as Special Focus districts under SSA. A new agency called Mewat Development Agency has been created. A mega Multi-Sectoral Development Programme has been launched by MoMA. Area Intensive and Madrasas Modernisation Programme has been revamped. SSA covers Madrasas willing to transact state syllabi along with religious and Urdu teaching in class. MDM support and ICT support has been lent to Madrasas. KGBV has a special focus on Muslim Minorities. Since most of the Muslim minority districts/ Blocks fall under EBBs, NPEGEL also lend support for girl's education. No systematic study is available to gauge the development efforts in the post Sachar Committee period. Therefore this paper makes a modest attempt to assess and examine the educational development of Muslim minorities in Mewat District in basic education covering eight years of elementary education, which is free and compulsory to all the citizens in the age groups of 6-14 years as per RTE Act 2010.

Keywords: Minorities, Sachar Committee, Madrasas, mid-day-meal

Introduction

Right after independence the Government of India (GOI) well recognized the importance of providing basic education to the masses and thus in the First and Second Five Year Plans (1951/56 and 1956/61) had strongly stressed the need for rapid expansion of Elementary education while keeping Secondary education at the backburner. It was in the Fourth Five-Year Plan that the emphasis was shifted from rapid expansion to consolidation and qualitative improvement.

The Fifth Five-Year Plan adopted a comprehensive and integrated strategy of educational development. Furthermore in the Seventh Five-Year Plan Government of India launched National Policy on Education and National Literacy Mission. The Prime Minister's Special Action Plan which was launched in the Ninth Plan gave special emphasis to the total eradication of illiteracy and a series of special projects were launched for basic education such as Operation Black Board, DPEP, LokJumbish, ShikshaKarmi Project with the assistance of development partners. To support school retention in primary education and to simultaneously improve nutritional standards of poor children who are mostly enrolled in publicly funded schools the Mid-Day Meal (MDM) were introduced in 1995. The basic education programmes had dealt with some aspects such as provision of Black Boards, DPEP covering only educationally backward districts and other programmes covering only State of Rajasthan. A most comprehensive programme for Universalization of Elementary Education was launched viz. SarvaShikshaAbhiyan (SSA). Right to Education (RTE) Act was passed in the year 2010 i.e. in the Eleventh Plan.

Owing to the dedicated and persistent effort of GOI in providing educational opportunities for all and increasing literacy levels all over the country have paid rich dividends as evidenced by the decadal growth of educational attainments steadily over the course of the post-independence period. Indian literacy has grown to 74.04 per cent in 2011 from 12 per cent at the end of British rule in 1947.

Even though the efforts of GOI has been able to provide inclusive and steady growth of education among all sections of society, the Muslim community for reasons (to be outline later) has not been an equal participant in the process. The Sachar Committee Report has brought out very sharply the relative deprivation of Muslims in the field of education.

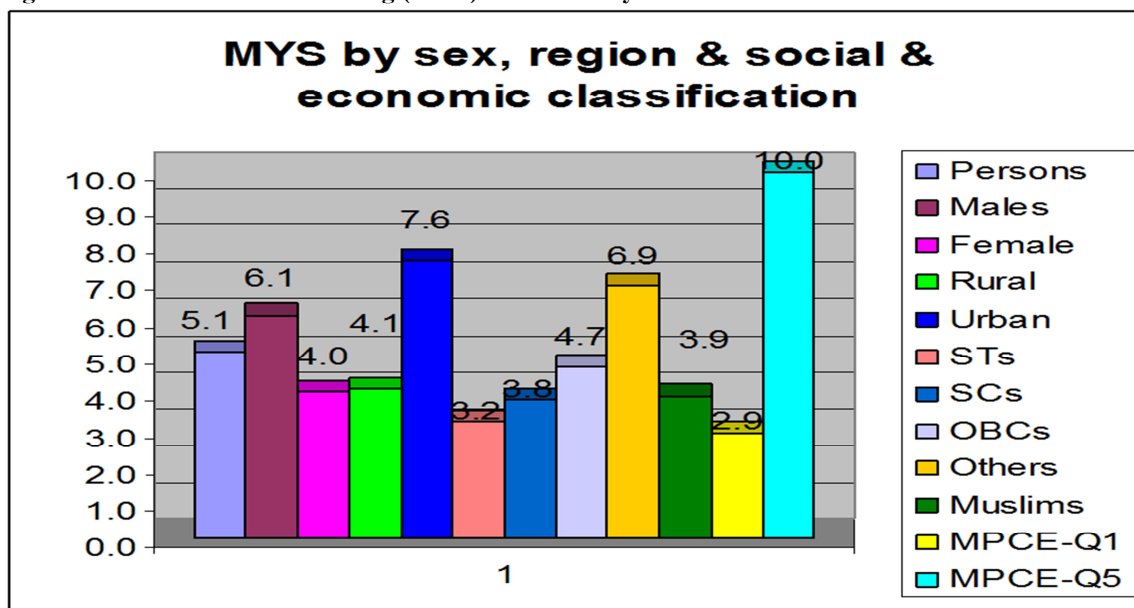
- The literacy rates among Muslims in 2001 (59%) is far below the national average (65.1%). The growth in literacy rates for Muslim has been lower even than that for SCs/STs.
- Primary education and higher secondary attainment levels are among the lowest for Muslims and inter- state differences rise at the school-leaving stage. One-fourth of Muslim children in the age group of 6-14 years has either never attended school or are drop outs.
- School enrolment rates among Muslims are lowest compared to all the SRC's including SC's/ST's. Drop-Out Rate (DOR) is the highest among Muslims and this seems to go up significantly after middle school.

Only 50 per cent of Muslims who complete middle school are likely to complete secondary education compared to 62 per cent at national level.

- For children above the age group of 17 years, the education attainment of Muslims at matriculation is 17 per cent as against national average of 26 per cent.
- Madrasas are an important community initiative but their reach is very limited; less than 4 per cent school-going Muslim children go to Madrasas.
- The report has also drawn low levels of educational attainment among Muslim women, Muslims in rural areas as well as in technical and higher education. Furthermore availability of Urdu schools is very limited.

The Government of India has been solicitous of the welfare of SC and ST groups owing to their years of marginalization which could be seen in the various socio-economic determinants. The Muslims stand at a similar juncture wherein the aid of the Government of India is urgently required to pull out the community from their low levels of socio-economic and educational performance and enable them to join the mainstream society and contribute in a good measure to the progress of the nation. Capacity building will go a long way in bringing about harmony in society and promotion of national development.

Figure 1: Mean Years of Schooling (MYS) calculated by World Bank



A more scientific study undertaken by World Bank show that the MYS of Muslims (3.9 years) is much lower than the national average (5.1years) (Fig.1). The educational attainment gap between the top and lowest quartiles of expenditure classes is more than 7 years. It is well known fact that a bulk of Muslim minorities, both in rural and urban areas, are in the 'very very poor' or 'destitute' categories. The national average of MYS for Muslims conceals acute regional variations. While the Muslims, in the southern states were able to improve their educational attainments due to greater access for basic education and dominate national picture, a vast majority of Muslim population beyond the Vindhya suffered benign neglect due lack of adequate access and acute poverty. There are over 100 districts with high concentration of Muslims in the country. The educational scenario has remained very unsatisfactory in most of these districts and the position Mevat in Haryana remained utterly dismal for decades together.

The average literacy rate in Haryana is 67.9 per cent whereas the rate for Muslims is alarmingly low at 40 per cent. SC/ST groups have fared way better with a literacy rate of 55.4 per cent and are catching up with others. The female literacy for Muslims is too low at 19% as against the Haryana State average for female at 49%.

In the Mevat district of Haryana where majority of the population in the region are Meo Muslims (the largest concentration of Muslims in any district of North India) is found to have one of the lowest literacy rates in the country. Even though all the government schemes are under implementation in the region, the literacy figures are dwindling. While the average literacy rate is 56 per cent, female literacy is found to be 38 per cent (Census, 2011). It is in this back drop we propose to make an assessment of schemes launched and the changes that has taken place post Sachar Committee Report for the educational upliftment of Muslim community with special reference to Mevat district of Haryana.

The specific objectives of this study were:

- To examine the level of literacy across the district in both rural and urban areas with special focus on female literacy.
- To assess the extent of educational services provided by the State and Central Government to the district. The attempt would be to evaluate the on-going/completed projects and the schemes run by the centre and the state govt. meant for educational up-gradation in the Mewat region
- To assess the extent of educational attainment in the district with the help of three important aspects of school education-**Access, Equity and Quality of education**
- To analyse the participation of Muslim students at different levels of education with special focus on Muslim girl child.

Hypothesis of the study: Based on the analysis of secondary data and review of literature, the following null hypotheses were set up for our analytical study:

Ho1: *There has not been adequate access to primary education in Mewat*

Ho2: *There has been no change in the education empowerment of female especially post Sachar Committee Report*

Ho3: *Local administration has not taken serious steps for developing skills that are in demand within the districts and around National Capital Region (NCR).*

Data and Methodology

The study utilises both primary and secondary data in evaluation of educational development of the district. As regards the latter, the present study basically utilises the DISE series particularly for the analysis of Enrolment (GER) and Drop-out Rate (DOR) at various grades and the availability of physical infrastructural facilities human resources in schools. An attempt has been made to examine inter-socio religious community variation in the educational attainments using the survey data (NSS 66th Round 2009-10 released in 2013) while Sample Registration System (SRS) have been utilised for temporal analysis in order to examine the trends. Primary data was collected with the help of check-lists and other survey instruments including questionnaires. Two schools, one Madrasa and one GETTI (Firozpur Namak) were visited to observe the implementation of certain Flagship programmes in Govt. schools and Madrasas like SSA and MDM and discussed the programmes with DEO, MDA officials and some representatives of NGO's which are highly active in that area. Many qualitative aspects of educational programmes were studied on the basis of interview cum observation methods.

RESULTS & DISCUSSION

The Haryana School Siksha Pariyojana Parishad is implementing Sarva Siksha Yojana (SSA), 2001 on the fund sharing pattern of 65:35 between Centre and State. SSA is a Comprehensive and Integrated Flagship Programme to attain Universal Elementary Education in the State in a mission mode. During 12th Five Year Plan (2012-17) an amount of Rs. 1432100 lakh has been provided for SSA and an amount of Rs. 216008lakh has been proposed in the Annual Plan 2012-13.

The State Government is providing educational facilities within a minimum distance to children. The Government has enacted "Right to Free and Compulsory Education Act, 2009" and has framed Haryana Right to Children to Free and Compulsory Education Rules, 2011

Table1: Plan Outlays& Expenditure under SSA &MDMS in HR

SN.	Sche-me		Eleventh Plan (2007-12)		Annual Plan 2011-12		Twelfth Plan (2012-17)	Annual Plan 2012-13
			Outlay	Exp	Outlay	Exp.	Outlay	Proposed Outlay
Elementary Education								
1.	S S A	State Share	1,20,000	86,441.24	23,000	23,000	3,60,000	72,000
		Centre Share		212,952.57	1,07,500	10,75,000	10,72,100	1,44,008
2.	MDM	State Share	14,250	22,550	5,200	5,200	27,500	5,800
		Centre Share	36,225	55,388.32	17,088	17,088	1,25,900	25,165
TOTAL			1,70,475	377332.29	152788	157288	1585500	246973

SOURCE: Haryana Economic Survey, 2012-13

Mid-Day-Meal Programme, 1995 has been in operation in Haryana since 2004-05 in 9,449 primary and 5,432 upper primary schools covering 14.50 lakh students of Primary and 7 lakh students of Upper Primary

schools. Now the scheme covers all children in classes 1-8 in Government Schools. There also has been an Extension of Mid-Day-Meal (MDM) Scheme to Madrasas/Maqtabs for educational advancement of Minorities.

The State of Haryana which ranked 15th in the Human Development Index at the national in 1981 had improved very fast in the Nineties to reach 5th rank in 2001. Although there is some slippage, still Haryana's HDI ranked credible 7th in 2007-08 (National Human Development Report, 2011). The State has performed well in terms of educational indicators with literacy rate at 76.64% and the female literacy rate at 66.77% which are higher than that of the national average. However, this conceals acute regional disparities. The literacy rate of Mewat district continues to be very low at 56.14% and the female literacy rate is abysmally low 37.58% compared the State and National averages. In otherwise dismal scenario of the district, the accelerated educational development in the recent years as captured in this study appears to be promising.

Educational indicators of Mewat

1. Access

Today, Mewat has 1025 schools catering to the educational needs of children in the age group, 6-14years. Given the total number of villages in Mewat (447), on an average each village has more than 2 schools for elementary education. Government has upgraded 210 primary schools into middle schools in 2010-11. SarvaShikshaAbhiyan (SSA) thus has greatly catered to the school infrastructure requirement for the children of Mewat. The 9th All India Survey on Education (AISE) conducted by the NCERT had reported that that the status of Mewat in terms of habitations with upper primary is better than some districts like Panchkula, Sirsa and Kaithal, but still lags behind the other districts of Haryana like Gurgaon, Palwal, Sonipet, Rohtak and Ambala. 42 habitations of Mewat do not have upper primary schools whereas it is only 15 in the case of Gurgaon. Block wise comparison of primary schools (Fig 2) reveals that Nuh block has the highest number of schools (27%) followed by Punhana (21%), whereas Taoru has the least (15%).

Table2:- Literacy rate and Availability of Primary Schools

Sl. No.	Tehsil/ District/ State	Male	Female	All	No. of primary schools	No. of primary schools per revenue village
1.	Nuh	-	-	45	150	1.26
2.	Punhana	-	-	37	116	1.21
3.	F.J	-	-	40	111	0.76
4.	Taoru	-	-	42	83	1.01
5.	Mewat	73.00	37.6	56.1	557	1.25
	Haryana	85.4	66.8	76.6	10335	1.37

SOURCE; 1. Village Level Directory, 2011; 2. Department of Elementary Education, Govt. of HR., 3. NUEPA-DISE-SRC

2. Enrolment

The Gross Enrolment Ratio or GER (derived) for 2006-07 was 77.82 for primary stage and 19.29 for upper primary stage. These figures have increased to 109.40 (State GER 95.7) and 51.00 (State GER 79.3) in the respective educational stages. The Net Enrolment Ratio (derived) 2011-12 for the district at primary and upper primary is 82.04 and 37.53 respectively (State NER 75.7 and 57.9).

2.1 Girls Enrolment

The Gross Enrolment Ratio (GER) for girls (derived) for 2006-07 was 52.02 for primary stage and 10.45 for upper primary stage. These figures have now increased to 83.85 and 31.20 in the year 2011-12. However the gender gap at primary and upper primary level which are high at 80, 55 and 74 for every 100 boys enrolled at each level in the year 2011-12 has been a little disappointing indicator as shown in the table below.

Table3: Gender Parity Index for the Elementary Stage in MewatSl. No.	Year	Primary (I-V)	Middle (VI-VIII)	Elementary (I-VIII)
1.	2006-07	0.70	0.55	0.67
2.	2007-08	0.68	0.41	0.64
3.	2008-09	0.70	0.48	0.67
4.	2009-10	0.74	0.45	0.69
5.	2010-11	0.76	0.44	0.69
6.	2011-12	0.80	0.55	0.74

SOURCE: DISE data, 2006-12

Such high gender gap in enrolment especially at upper primary level indicate that girl child tend to discontinue education after attaining primary level education.

2.2 Muslim Enrolment

Out of the total enrolment 73.5% are Muslims (who have been categorised as Other Backward Caste due to the high level of poverty and illiteracy) at primary level and 64.8% at upper primary level. The enrolment figures of Muslim girls in the district have been at 44.1% (state average 45.0%) for the primary and 31% (state average 36.4%) for upper primary stage in the year 2011-12 as shown in table 4 and 5. The gender gap for the OBC category at primary and upper primary level are higher at 79 and 48 for every 100 boys enrolled at each level in the year 2011-12.

Table4: Muslim Enrolment by Stages of Education in Mewat (Primary)

Sl.No.	Year	Boys	Girls	Total
1.	2006-07	23,951 (53.3)	20,986 (46.7)	44,937 (41)
2.	2007-08	40,317 (61)	25,777 (39)	66,094 (49.1)
3.	2008-09	26,140 (61.3)	16,503 (38.7)	42,643 (27)
4.	2009-10	49,956 (59.5)	34,004 (40.5)	83,960 (61)
5.	2010-11	70,968 (58)	51,391 (42)	1,22,359 (75.8)
6.	2011-12	74,350 (55.9)	58,655 (44.1)	1,33,005 (73.5)

SOURCE: DISE data, 2006-12

Table5: Muslim Enrolment by Stages of Education in Mewat (Upper Primary)

Sl.No.	Year	Boys	Girls	Total
1.	2006-07	5,669 (74)	1,991 (26)	7,660 (47)
2.	2007-08	5,549 (84.4)	1,026(15.6)	6,575(31.5)
3.	2008-09	4,283 (76.2)	1,337(23.8)	5,620(19.3)
4.	2009-10	10,657 (76.4)	3,292(23.6)	13,949(51.2)
5.	2010-11	18,759(77)	5,603(23)	24,360(64.1)
6.	2011-12	22,630(69)	10,167(31)	32,797 (64.8)

SOURCE: DISE data, 2006-12

3. Drop-out rate, transition rate and retention rate

According to DISE Flash Statistics 2004-12, the drop-out rates for primary classes were 8.15% and for the elementary section as a whole were 71.78%. There were a total of 15544 out-of-school children at primary level and 44,636 at upper primary level. Relevant details have been furnished in table 6 given below.

Table6: Drop-Out Rate in Mewat (derived)

Sl.No.	Category of School	Boys	Girls	Total
1.	Primary	2.58	15.2	7.97
2.	Elementary	-	-	24.2

SOURCE: DISE data, 2011-12

According to the DISE Flash Statistics 2011-12 for Mewat, the transition rate of 86.1% from primary to upper primary is less than the state average of 97% while the retention rate stood at 90.9% as shown in table 7.

Table7: Retention Rate and Transition Rate in Mewat

Sl.No.	Year	Retention Rate (Primary Level)	Transition Rate (Primary to Upper Primary)
1.	2009-10	-	56.4
2.	2010-11	67.4	89.0
3.	2011-12	90.9	86.1

SOURCE: DISE data, 2009-12

4. Provision of Teachers

Teachers play an important role in enhancing the achievement levels of students. They tend to play multiple roles within the school management which range from teaching to designing curriculum and management of other school administrative activities (Ranjanet.al, 2012). As per the DISE Flash Statistics, 2011-12 there exists

66.2% Regular teachers while the rest all are Guest teachers at primary level. The respective figure for upper primary level falls to 61% of Regular Teachers Other indicators of provision of teachers include Pupil Teacher Ratio (PTR), number of female teacher per male teacher etc. Analysis of the pupil teacher ratio in the school (especially government schools) in Mewat reflects a grave picture. Almost 50% of schools do not satisfy the RTE norm which mandates a PTR of 30:1 in order to ensure that children learn better in the classroom.

Table 8: Percent of Female Teachers (FT), Pupil Teacher Ratio (PTR), Percent of Schools with no FT and Percent of Teachers receiving in-service training

Sl. No.	Category of Schools	% of FT	% of Schools with no FT	PTR	% of teachers receiving in-service Training
1.	Primary	12.8	61.2	50:1	17.4
2.	Upper Primary	15.0	31.5	48:1	10
3.	All Schools	19.0	47.2	41:1	-

SOURCE: DISE data, 2011-12

As per the DISE Flash Statistics 2011-12 around 1.55 lakh primary schools (47% of the total schools) lack female teachers. 61.2% and 31.5% primary and upper primary do not have female teachers. Plus only 19 per cent of the total teachers are female teachers. The share of female teachers hasn't much increased since 2006, i.e. increased by 1.7 %at PS and 1.4 % at UPS(Table8).

5. School Infrastructure

5.1 MDM Infrastructure

With the twin objective of improving health and education of the poor children, India has embarked upon an ambitious scheme of providing mid-day meals (MDM) in the government and government assisted primary school (Deodhar et.al, 2010). Provision of a store and a kitchen shed is also a provision of under the scheme to ensure storage of food grains and hygiene cooking of meals. The data reveals that about 53% Government schools do not have the provision of kitchen shed while most of the stores in schools are found to be in a poor state or require repairing (DISE Report et. at,2012).

5.2 Provision of other facilities

The study reveals that 8% at primary level and 22% at upper primary level do not have separate toilets for girls thus causing high drop out among girls. Boundary wall is present in 77.8% schools. Furthermore play materials and play grounds which are essential for holistic development of development of children are found to be present in 84% and 75% schools respectively. Around 48% schools lack furniture for students, 83% do not have computer facility and 35.4% do not have a book bank (DISE Report, 2012).

Data indicates that 77% schools have electricity connection, but during a field survey it was found that electricity is largely absent during school hours in most of the schools of Mewat.

6. Capacity building of teachers

As per the DISE Flash Statistics 88.3 % at primary level schools and 40 % upper primary schools received Teacher Learning Material (TLM). Similarly in the respective level of schooling, 92.8% and 71.5% received School Development Grant (table9).

Table 9: Percent of Government Schools (PS &UPS) receiving Grants and having SMC's in Mewat

Sl.No.	Grants/SMC's	Primary	Upper Primary
1.	School Development Grants	92.8	71.5
2.	Teacher Learning Material (TLM) Grant	88.3	40.0
3.	SMC's	88.1	89.6

SOURCE: DISE data, 2011-12

TEST OF HYPOTHESIS

H₀₁: *There has not been adequate access to primary education in Mewat*

In 1981, the total number of schools (primary, upper primary, secondary and sr. secondary) in Mewat was 374. This had increased to 1025. Of the total 557 primary schools for 447 villages, 98.3% are government schools. Taking all schools into account, our analysis show Village - School ratio is 1: 2.29. On an average, in Mewat there are at least more than two schools per village. Thus the Government of Haryana had overwhelmingly ensured access to primary education in the District of Mewat.

Mere provision of building does not complete access in any meaningful way. Ensuring enrolments in schools is one such crucial factor to test the validity of our hypothesis. The enrolments in primary schools in Mewat had increased from 1.09 lakh in 2006-07 to 1.38 lakh in 2009-10 and further to 1.81 lakh in 2011-12. Thus, additional 71,000 children have been enrolled in primary schools since 2006-07. The enrolments have

accelerated at a faster rate since 2009-10 as it is seen that out of incremental enrolments of 71, 000, more than 43,000 children have been enrolled after RTE Act has come into force.

The Upper Primary enrolment has increased from 27, 244 in 2009-10 to 50, 613 in 2011-12, more than threefold increase since 2006-07. Here also, we find that the enrolments have increased by 86% in two years and girl's enrolment had more than doubled since 2009-10. Girl's enrolment increased from 8,392 in 2009-10 to 18,007 in 2011-12. In the total additional enrolments at upper primary level, the share of girl's enrolment was 41%. Also considering the fact that the enrolment of Muslim girls was less than 2, 000 at upper primary in 2006-07 and it has increased more than five folds in 2011-12, it is clear that not only our **null hypothesis stands rejected** but also the changing face of Mewat, a positive and more confident welcome development is better captured.

Ho2: *There has been no change in the education empowerment of female especially post Sachar Committee Report*

At the aggregate elementary level, the enrolments of boys had gone up by 78% in 2011-12 over that in 2006-07. For the corresponding period, girl's enrolment in elementary education has gone up by 93%. This suggests that the schemes which are working in the area educational empowerment of females in the district are showing their results but since the district has been backward for quite a long time, it will still take some time and consistent efforts on the part of the Government to bring the Mewat on par with other districts of Haryana. Although the share of girls in elementary education enrolment has improved from 40% in 2006-07 to 42.6% in 2011-12, the gender gap in enrolments had actually widened from 11.7 percentage points in 2006-07 to 13.9 percentage points in 2011-12. Little improvement seen for girls enrolments in primary stage got neutralised at upper primary level and the share of girls remained virtually constant around 35%. The overall dropout rate in class five is about 25%. The dropout rate for girls at 78.6% at elementary level is higher than that for boys (62.3%) in the district. Thus, the evidences are mixed and we are not in a position to either to accept the validity of the hypothesis or out rightly reject it. The mixed evidences place the validity of the hypotheses in the 'zone of ignorance' and further research is called for.

Ho3: *Local administration has not taken serious steps for developing skills that are in demand within the districts and around National Capital Region (NCR).*

As per the recent study conducted by NUEPA, 47.2% of schools in Mewat do not have female teachers at elementary level while the same for primary level is as high as 61.2%. Our analysis shows that the gender disparity among teachers has not much reduced since 2006-07. Initially there were 12 and 15 female teachers per 100 male teachers in primary and upper classes respectively. Now, the corresponding numbers have just increased to 15 and 18 per 100 male teachers. Besides the problem of high female teacher deficit in Mewat, there is also a problem of high Pupil Teacher Ratio (PTR). The DISE 2011-12 also shows that only 66.2% teachers permanent while the rest are all contract teachers at primary level. The respective figure for upper primary level falls to 61% of Regular Teachers.

Table 10 has taken into consideration those schools of Mewat in comparison to Gurgaon which are having less than 3 teachers. There are 95 schools out of 1025 schools in Mewat which do not have teachers while this number is just 1 for Gurgaon (obviously). Similarly there are 74 schools in Mewat surviving on just 1 teacher while this figure is 22 for Gurgaon.

Table 10: Distribution of Schools by Number of Teachers and their respective Elementary enrolment in Mewat and Gurgaon

Sl.No.	District	Total Schools	Number of Teachers					
			0	1	2	3	7-10	More than 15
1.	Mewat	1025	95 (7,299)	74 (6,505)	108	129	283	27
2.	Gurgaon	838	1 (17)	22 (1,471)	146	101	241	59

*Figures in the parenthesis are elementary enrolment, SOURCE: DISE data, 2011-12

Besides the number of teachers in the district, the district also lacks the provision of adequate institutional capacity for teacher training, both pre-service and in service. There is just one GETTI in Mewat and DIET is yet to be set up. The functioning of BRCs and CRCs has not been very effective. The district is deficient in educational infrastructure. It has 3 colleges and only one polytechnic institute and 7 ITI/VEI which are not adequate for the district.

Furthermore a high number of Madrasas in Mewat are not registered thus the youths attending these Madrasas are not in a position to avail the benefit which the Govt. of India has introduced for such minority institutes causing a high dependency ratio (73.4% Census 2011). In such a backward area of Mewat there exist tremendous potential and untapped opportunities which the Government can avail but it clearly appears that such steps have not been taken. The structure of expenditure plan of MDA or for that matter MsDP reveal mostly undesirable parallel activities. There is no need for these agencies to take up additional class rooms and school

buildings. All these are provided for under RTE harmonised SSA.

Thus, we find that the MsDP and MDA and other State sector projects/implementation of plan programmes in Mewat have not taken serious steps for developing skills that are in demand within the district and around NCR and our null hypothesis stands validated.

Conclusion and Recommendations

As mentioned in the earlier that our Indian Government has taken various initiatives in order to enhance the access to basic education and augment enrolment trends especially among the girl child. Some of the initiatives such as SSA Scheme which stipulates free education to children up till 14 years of age, MDM Scheme for nutritional support, etc. Furthermore several forms of incentives are offered to children ranging from free books, textbooks and uniforms to stationary, cash awards, transport facility etc but the study has called for further development in the field of education in Mewat through the following suggestions:

1. RTE harmonised SSA envisage that all children in the age groups of 6-14 are in schools. Since most of the Madrasas are not registered, the children enrolled therein do not get any benefit of RTE harmonised SSA, which has universal application and basically the children's entitlements is a justifiable fundamental right. While minorities have the right to run their own educational institutions, some mechanism needs to be devised so that the disadvantaged Muslim children are not denied their fundamental right.
2. It is highly important for the Madrasas to get linked to the National Institute of Open School (NIOS) and some of them could even become AVIs once they are registered so that the youths attending Madrasas are able to obtain equivalency certificates of the school standards. If Madrasas are linked with NIOS and equivalency certified at no more than class VIII pass are attained, then that should open up regular jobs and income for Mewat youths.
3. There is a need to shift a significant proportion of rural work force to non-agricultural occupations. At the same time, as mentioned in earlier chapters that after agriculture, allied activities like animal husbandry and dairy development and poultry are highly popular among the locals and in fact the allied activities only sustain their livelihood in kharif season and agriculture off-seasons. If these occupations are made more professional with proper sanitary conditions, with facilities such as cold storage facilities, setting up Modern Slaughter houses, and transport with cold storage facilities, the produce could move to the market helping Mewat youths with better returns.
4. Similarly if the local youths are equipped with some short term/diploma course of leather works - tanning, glazing, dyeing etc it could prove highly beneficial because of availability of raw materials. Raw skin and hides fetch very little income. The Minority Development Corporation could lend support groups of 2-3 persons in various trades that have potentials of local area.

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