



Sri H D Kumaraswamy
Hon'ble Chief Minister



Minority Welfare Department
Directorate of Minorities



Sri B Z Zameer Ahmed Khan
Hon'ble Minister for Minority Welfare, Wakf & Haj

*"CIVILIZATION CAN BE JUDGED BY
THE WAY IT TREATS ITS MINORITIES"*

-Mahatma Gandhi

Education Promotion Efforts of the Directorate of Minority Welfare in Respect of Minorities

Edited by
Abdul Aziz
Professor, Chair on Religious Minorities



**Centre for Study of Social Exclusion and Inclusive Policy
National Law School of India University
Bangalore
2018**



Sri B Z Zameer Ahmed Khan

Hon'ble Minister for Minority Welfare, Wakf and Haj Department
Food and Civil Supplies and Consumer Affairs



Sri Mohammad Mohsin, IAS

Secretary to Government
Department of Minorities Welfare
Haj & Wakf, Bengaluru



Sri Akram Pasha, IAS

Director
Directorate of Minorities

**EDUCATION PROMOTION EFFORTS OF THE
DIRECTORATE OF MINORITY WELFARE IN
RESPECT OF MINORITIES
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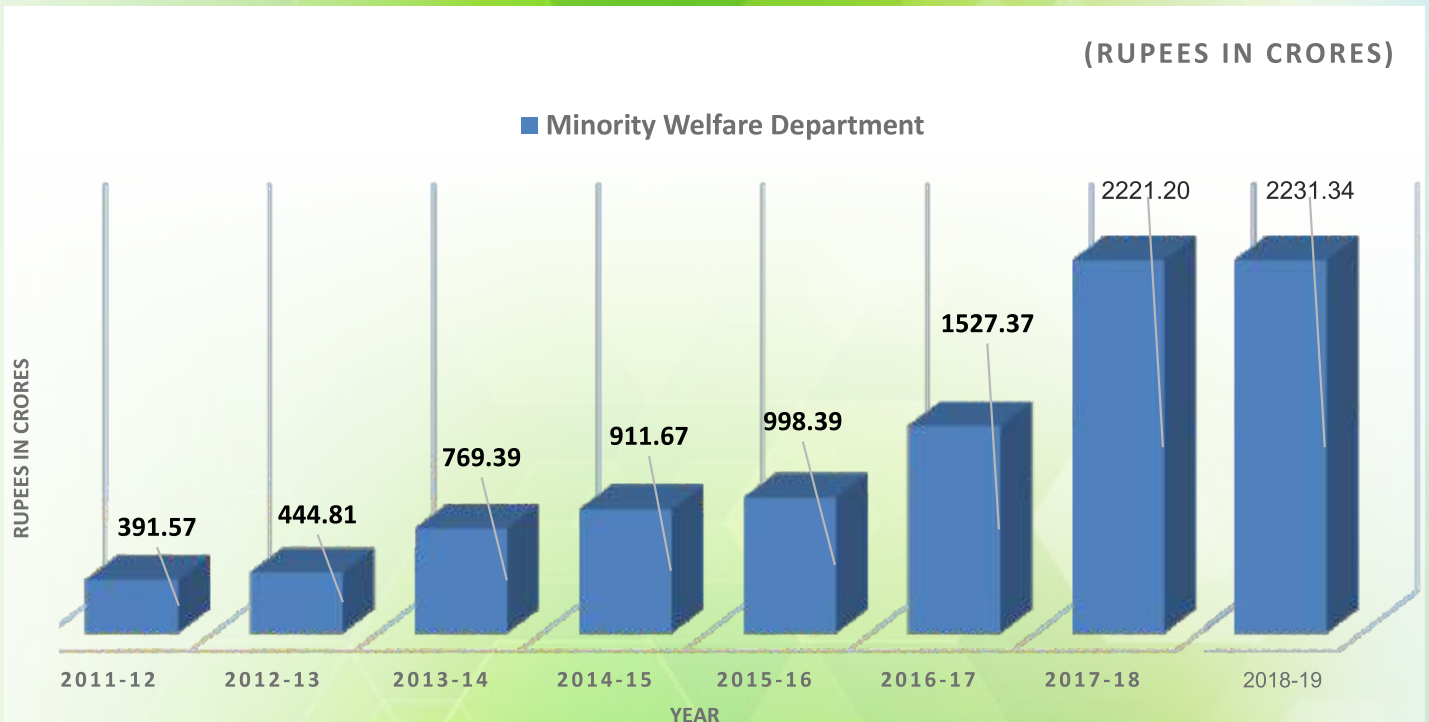
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Table of Contents

	Pages
Preface	1 - 2
Chapter I: Infrastructure Facilities	3 - 17
Chapter II: School Education	14 - 21
Chapter III: College Education	22 - 33
Chapter IV: Overseas Higher Education	34 - 40
Chapter V: Doctoral Study in India	41 - 51
Appendix I: Seminar Time-table	52
Appendix II: List of Seminar Participants	53



Minority Welfare Department Directorate of Minorities

Minorities Residential Schools / Colleges

Sl. No.	Details of Residential Schools	Number of Schools	Number of Students
1	Minorities Moraji Desai Residential School	95	23750
2	Minorities Moraji Desai Pre-University Res. College	21	4560
3	Minorities Degree Residential Schools (Navodaya)	08	4480
4	Govt Muslim Residential Schools	05	1500
	Total	129	34290





MESSAGE

It is indeed a great pleasure that we are observing the 'Ethnic, Linguistic and Religious Minorities Day' on 18th December the day is significant because the General Assembly of United Nations passed the resolution on 18th December 1992. The declaration was about the rights of the Minorities.

On the request of Sir Ahmed Khan Study and Research Centre the Directorate of Minorities, the Centre for the Study and Social Exclusion and Inclusive Policy, National Law School of India University, Bengaluru has prepared this book-let on 'Rights of Minorities'. I take this opportunity of thanking Dr Abdul Aziz, Chair Professor, Chair on Religious Minorities, C.S.S.E.I.P. of National Law School of India University and his dedicated team for the excellent work turned out within short span of time.

I hope, 'Education Promotion Efforts of the Directorate of Minority Welfare in Respect of Minorities' this small book-let will definitely help in bringing about the awareness on the rights of Ethnic, Linguistic and Religious Minorities.

Akram Pasha, I.A.S.
Director
Directorate of Minorities

PREFACE

This volume is a collection of research papers presented in the seminar “Education Promotion Efforts of the Directorate of Minority Welfare, Government of Karnataka” held on July 10, 2018 under the auspices of the Chair on Religious Minorities, National Law School of India University, Bangalore. The case for holding this seminar rests on the following argument:

India has made rapid strides in respect of educational attainment all over the country. This was so in Karnataka also. However, the available literature shows that, in general, minorities as a social group are lagging behind other communities in this regard. Recognising this fact, the Directorate of Minority Welfare, Government of Karnataka, undertook to promote school and college education including higher education at doctoral level by establishing pre and post-matric schools and hostels as also by formulating a scheme of fellowships for doctoral studies and higher studies abroad. Since this effort has been on for quite some time now, it is suggested that a quick evaluation of this effort is due. Hence, as a first step towards this end, it was proposed to conduct an exploratory evaluation study of this programme by organising a seminar.

At this point, it may be necessary to admit that the papers presented in the seminar were based largely on the secondary data collected from Government reports, more particularly from the reports maintained by the Directorate of Minority Welfare, Government of Karnataka. Since there were some gaps in this data, it was felt that there was a need for additional data to be collected from the field. Hence, by a quick visit to the field we covered some schools, colleges and hostels with a view to personally check the facilities made available by the Directorate and also to interview the teachers, students and school and hostel management personnel. The empirical data so obtained was blended with the Departmental secondary data and the papers were prepared and presented in the seminar.

In all, there are five papers which are presented in the form of Chapters in this volume. Each of the Chapters includes a research paper followed by a report of the discussion captured by the rapporteurs. The time-table of the seminar as also the list of participants who assumed different roles have been listed as appendices. It may be noted that eminent professors like Dr M Khajapeer, Dr Sunil Nautiyal and prominent members of the minority communities like Mr Baljeet Singh and Mr Sheriyar Vakil chaired the sessions and conducted deliberations. Dr K Gayithri, Dr T S Somasekhar, Mr Pradeep Ramavat, Dr R G Desai, Dr N Sivanna and Dr Anil Kumar, as discussants, critically looked at the papers and presented their observations in the seminar. The rapporteurs, Mr C Azhar Khan, Mr Ance Teresa Varghese, Ms Amrin Fakih, Mr Babur Hussain and Mr M Deepak Mandal captured the gist of the discussion and presented their reports in the wrap up session. It is my pleasure to thank all of them for the excellent job they did.

The paper writers were the main players in the seminar. Prof Abdul Aziz and Mr Javid K Karangi in their paper critically looked at the pre and post matric school and hostel infrastructure facilities, and made some recommendations for improving those facilities. Dr V P Nirajanaradhya who presented his paper on “School Education” evaluated the educational standard at the school level and gave some suggestions for improvement. Similarly, Dr Indrajit Bayragya presented his paper on “College Education” and, apart from giving critical comments, he also came out with some recommendations for improving the standard of college education.

The paper on “Doctoral Study in India” was presented by Dr Abdul Aziz wherein he looked at various aspects of the efforts of the Directorate of Minority Welfare. While appreciating the excellent effort put in by the Directorate, Dr Aziz identified some deficits in this effort and made some suggestions for covering those deficits. Dr Jeevan Kumar prepared and presented a critical paper on the Directorate’s Programme of encouraging Minority Community Boys and Girls to go abroad for higher studies. In his paper he has come out with very useful suggestions for strengthening this Ace programme of higher studies abroad. These research papers were received well by the participants and the authors were complimented. I would like to add my special thanks to all of them for their wonderful job.

I wish to take this opportunity to thank Prof Sony Pellessery, Director, Centre for Study of Social Exclusion and Inclusive Policy, National Law School of India University for delivering inaugural speech in the seminar. My esteemed colleagues, Mr C Charles Nelson, Mr H K Govinda Rao Ms Shashikala G, and Mr Asif Chand extended a very helpful hand in making this seminar a great success, for the act of which I am grateful to them.

Last but not the least, it is my bounden duty not to forget the unstinted support given to me in all my endeavours by Prof R Venkata Rao, Vice Chancellor, National Law School of India University, and Mr Mohammad Mohsin, IAS, Secretary, Department of Minority Welfare, Mr Akram Pasha, IAS, Director, and Ms Shireen Nadaf, Joint Director of the Directorate of Minority Welfare, Government of Karnataka. I take this opportunity to profusely thank all of them for this support from their side.

Abdul Aziz
Editor

INFRASTRUCTURE FOR EDUCATIONAL INSTITUTIONS*

Abdul Aziz and Javid K Karangi**

Introduction

It is a well-known fact that the educational attainment of minority communities is comparatively low (S Japhet et.al., 2015). Recognising this fact, the Department of Minority Welfare, Government of Karnataka, has taken up measures to promote educational attainment among the minorities in the State. As part of this goal, the Department has adopted two strategies: One is to start pre and post-matric schools exclusively meant for the children of the minority communities with English as medium of instruction from Sixth Class. Secondly, since these schools would not be viable in all the villages, it was decided to locate such schools in bigger villages and in towns and cities where minorities are concentrated. Since the schools are located away from the residences of the school-going children, the Department has established hostels close to the pre and post-matric schools started by it. While the hostels facilitate accessibility of these children to such schools, they also indirectly provide good accommodation and food to which these children do not have access at home on account of poverty and deprivation. In the following lines, this paper presents a brief account of the different kinds of schools and hostels that are established by the Department of Minority Welfare for the benefit of the minority community children followed by a detailed discussion of the infrastructure as also the facilities provided in the schools and hostels for making the children to have access to a good standard of education and living facilities.

* The authors wish to acknowledge research assistance from Mr C Charles Nelson and Mr H K Govinda Rao.

** Javid is District Officer, Department of Minority Welfare, Tumkur.

Educational Institutions Established and Run by the Department of Minorities

As part of promoting education among the minorities, the Department of Minority Welfare, Government of Karnataka has established the following schools and hostels as listed below:

1. Moulana Azad Model schools for the benefit of students from sixth to Tenth Standard.
2. Minority Morarji Desai Residential Schools from Sixth to Tenth Standard.
3. Minority Morarji Desai Residential PU Colleges from First PU to Second PU.
4. Minority Model Residential Schools. (Navodaya model schools) from Sixth Standard to Second PUC
5. Muslim Residential Schools from Sixth to Tenth Standard
6. Pre and Post-Matric Hostels for Girls and Boys
7. Hostels for Professional Course Boys and Girls
8. Post Graduate Hostels for Girls and Boys.
9. Working Women's Hostels.

In order to ensure that these schools and hostels become more effective in reaching the educational inputs, the Department has put up spacious buildings having all facilities and, wherever such buildings are yet to be constructed, the Department has taken buildings on rent. Besides, in order to ensure that these residential schools imparted quality education and promoted skill development, the Department has provided appropriate infrastructure like modern libraries, well-equipped laboratories, qualified staff, modern dormitories, rain-water harvesting facilities etc. In the hostels, with a view to making living conditions more humane for the inmates, the Department has provided hygienic rooms, toilets, kitchens, reading facilities, gym facilities and sports grounds.

Pre-Matric and Post-Matric Schools in the State

In the above section we have seen that the Department has established both pre and post-matric schools throughout the State for the benefit of the minority community students. As a complementary to the school facilities, the Department has also established pre and post-matric hostels for the boys and girls of minority communities and also for the benefit of the working women of the minority communities. In this section it is proposed to take stock of the number of schools and hostels that are established by the Department as also their distribution across Districts with the in-take capacity.

Table 1 presents the distribution of pre and post-matric schools across the Districts of the State along with the intake capacity. It may be seen from this table that on the whole there are 46 pre-matric schools and 258 post-matric schools adding up to 304 schools in the State. Of the 46 pre-matric schools, 16 are exclusively meant for boys and 30 are for girls. In respect of post-matric schools, out of 258 schools, 156 are for boys and 102 are for girls. Coming to intake, pre-matric boys' schools have an intake of 875, whereas it is 1700 in the case of girls. In respect of post-matric schools, the figures are 8975 for boys and 6475 for girls. A point that emerges from the distribution of boys and girls intake is, while in the case of pre-matric schools the intake of girls is two times that of the boys, whereas in the case of post-matric schools the intake of girls is less than that of boys. The higher level of intake of girls at the pre-matric level is consistent with the needs of the community wherein more number of girls needed to be drawn into the stream of primary school education. But it is difficult to understand why this pattern is not maintained at the post-matric school level which is also equally important.

I wish to take this opportunity to thank Prof Sony Pellessery, Director, Centre for Study of Social Exclusion and Inclusive Policy, National Law School of India University for delivering inaugural speech in the seminar. My esteemed colleagues, Mr C Charles Nelson, Mr H K Govinda Rao Ms Shashikala G, and Mr Asif Chand extended a very helpful hand in making this seminar a great success, for the act of which I am grateful to them.

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Abdul Aziz, Editor

Table 1: Distribution of Schools and Student Intake Across Districts of Karnataka

Sl. No.	Districts	Schools		Total No. of Schools	Pre-matric Schools for		Post-Matric Schools for		Total In take Capacity				
		Pre-Matric	Post-matric		Boys	Girls	Boys	Girls	Pre-Matric Schools for		Post-matric Schools for		
									Boys	Girls	Boys	Girls	
1	2	3	4	5	6	7	8	9	10	11	12	13	
1.	Bangalore (U)	-	14	14	-	-	9	5	-	-	650	300	
2.	Bangalore (R)	-	3	3	-	-	2	1	-	150	125	50	
3.	Bagalkot	4	12	16	1	3	7	5	50	200	425	275	
4.	Belagavi	1	12	13	1	-	8	4	50	-	425	245	
5.	Bellary	5	9	14	3	2	5	4	225	100	225	225	
6.	Bidar	2	14	16	1	1	7	7	50	50	475	425	
7.	Vijayapura	4	8	12	3	1	6	2	150	50	300	200	
8.	Chamarajnagar	-	3	3	-	-	3	-	-	-	175	-	
9.	Chikmagalur	-	4	4	-	-	2	2	-	-	100	150	
10.	Chitradurga	-	8	8	-	-	4	4	-	-	250	250	
11.	Chikballapura	1	6	7	-	1	4	2	-	50	225	150	
12.	Dakshina Kannada	1	6	7	-	1	1	5	-	50	50	325	
13.	Davangere	-	8	8	-	-	5	3	-	-	300	225	
14.	Dharwad	-	8	8	-	-	4	4	-	-	225	355	
15.	Gadag	-	6	6	-	-	4	2	-	-	200	100	
16.	Kalburgi	9	35	44	2	7	20	15	100	350	1225	925	
17.	Hassan	3	8	11	-	3	6	2	-	150	325	150	
18.	Haveri	1	9	10	1	-	6	3	50	-	350	200	
19.	Kodagu	-	2	2	-	-	1	1	-	-	75	50	
20.	Kolar	1	5	6	-	1	4	1	-	50	200	50	

21.	Koppal	5	8	13	3	2	6	2	150	100	350	125
22.	Mandya	-	5	5	-	-	4	1	-	-	200	50
23.	Mysore	-	8	8	-	-	4	4	-	-	200	275
24.	Raichur	1	13	14	-	1	10	3	-	50	575	200
25.	Ramanagar	2	6	8	-	2	4	2	-	100	200	100
26.	Shimoga	3	9	12	1	2	3	6	50	100	175	425
27.	Tumkur	2	14	16	-	2	9	5	-	100	500	300
28.	Uttara Kannada	-	4	4	-	-	3	1	-	-	150	50
29.	Udupi	-	2	2	-	-	1	1	-	-	50	50
30.	Yadgiri	1	9	10	-	1	4	5	-	50	250	250
	Total	46	258	304	16	30	156	102	875	1700	8975	6475

Source: Department of Minority Welfare, Government of Karnataka

Distribution of Schools and Student-intake Across Districts

Table 1 also presents distribution of pre-matric and post-matric schools across districts as also the student-intake. From this table one point that emerges is, the number of schools and the student-intake vary substantially from one district to the other. Districts like Bangalore Urban, Bangalore Rural, Chamarajanagar, Chikmagalur, Chidradurga, Davangere, Dharwar, Gadag, Kodagu, Mandya, Mysore, Uttara Kannada and Udupi do not have pre-matric schools. It is not clear as to why these schools are not established in the above districts. On the other hand, post-matric schools are found in all the Districts though the numbers vary from one district to the other.

Coming to the intake of students, Table 1 presents data across the districts of the State and, what is to be specially noticed is that both the number of schools and the number of student-intake vary across districts. The districts which have large number of schools and correspondingly large number of student-intake – both boys and girls - also vary from one district to the other. Thus, Bangalore Urban, Bagalkot, Belagavi, Bidar, Kalburgi, Raichur and Tumkur have larger than the normal student-intake. This is understandable because the minority community population is concentrated in these districts. On the other hand, in the case of Dakshina Kannada, Kodagu, Kolar, Udupi the student-intake is low. It is not clear as to why these numbers are small in spite of the fact that these districts have significant number of minority community population.

Distribution of Pre-Matric and Post-Matric Hostels and Boarder Intake Across Districts:

As stated earlier, the schools are generally located at District and Taluk Headquarters and consequently those students who stay in the interior places would not be able to access education from such schools. In order to enable such students to access education from the Minority Department-established schools, the Department has also made arrangements to provide hostel facilities. Table 2 presents distribution of Pre-Matric and Post-Matric Hostels including boarder intake across districts. Even in this case, not all the districts boast of such hostels particularly pre-matric school hostels. Wherever Pre-matric schools are not provided by the Department, it has also not provided hostel facilities for obvious reasons. But since post-matric schools have been established in all the Districts with no exception, the Department has thought it necessary to establish hostels, and these hostels are, in a sense, located closer to the school/college campus.

Just as in the case of schools, the hostel density is found to be more in the same districts as the schools are. Thus, Bangalore District, Bagalkot, Belgavi, Bidar, Kalburgi, Raichur and Tumkur have larger number of hostels. Similarly, the Department has built hostel buildings separately for the exclusive use of boys and girls. From Table-2 it is evident that the number of these hostels is not in the same proportion across boys and girls: they are less in number in the case of girls compared with the boys. This is natural because the number of boys who are to be accommodated in the hostel is more than that of girls.

Working Women's Hostel

An interesting point to be noted is that the Department has also taken care of the board and lodging requirements of working women of the minority communities. It may be noted that in recent times, more and more women from these communities are entering into labour market. Since for the educated women, jobs are available in distant urban areas, away from their homes, they hesitate to take up job opportunities in urban areas. Hitherto, only those women who had their near relatives residing in the urban areas would take up jobs and move into urban areas. Taking note of the hesitant attitude of the minority community women, the Department of Minority Welfare has, in recent times,

Table 2: Distribution of Pre-Matric and Post-Matric Hostels and Hostel Intake Across Districts

		Pre Metric		Post Metric		Working Women
		Boys	Girls	Boys	Girls	
Bangalore Urban	No. of hostels	0	0	9	5	2
	Sanctioned strength	0	0	650	300	150
Bangalore Rural	No. of hostels	0	0	2	1	0
	Sanctioned strength	0	0	125	50	0
Bagalakote	No. of hostels	1	4	6	4	0
	Sanctioned strength	50	200	425	275	0
Belagavi	No. of hostels	1	0	8	4	1
	Sanctioned strength	50	0	425	245	50
Bellary	No. of hostels	3	2	5	4	0
	Sanctioned strength	150	100	300	225	0
Bidar	No. of hostels	1	1	7	7	0
	Sanctioned strength	50	50	475	425	0
Vijayapura	No. of hostels	3	1	6	2	0
	Sanctioned strength	150	50	300	200	0
Chamarajanagara	No. of hostels	0	0	3	0	0
	Sanctioned strength	0	0	175	0	0
Chikkaballapur	No. of hostels	0	0	2	2	0
	Sanctioned strength	0	0	100	150	0
Chitradurga	No. of hostels	0	0	4	4	0
	Sanctioned strength	0	0	250	250	0
Chikkaballapur	No. of hostels	0	1	4	2	0
	Sanctioned strength	0	50	225	150	0
Dakshin Kannada	No. of hostels	0	1	1	5	1
	Sanctioned strength	0	50	50	325	50
Davanagere	No. of hostels	0	0	5	3	1
	Sanctioned strength	0	0	300	225	50
Dharwad	No. of hostels	0	0	4	4	1
	Sanctioned strength	0	0	225	355	50
Gadag	No. of hostels	0	0	4	2	0
	Sanctioned strength	0	0	200	100	0
Kalburgi	No. of hostels	2	7	20	15	1
	Sanctioned strength	100	350	1225	925	50
Hassan	No. of hostels	0	3	6	2	0
	Sanctioned strength	0	150	325	150	0

Haveri	No. of hostels	1	0	6	3	0
	Sanctioned strength	50	0	350	200	0
Kodagu	No. of hostels	0	0	1	1	0
	Sanctioned strength	0	0	75	50	0
Kolar	No. of hostels	0	1	4	1	0
	Sanctioned strength	0	50	200	50	0
Koppal	No. of hostels	3	2	6	2	0
	Sanctioned strength	150	100	350	125	0
Mandya	No. of hostels	0	0	5	1	0
	Sanctioned strength	0	0	200	50	0
Mysore	No. of hostels	0	0	4	3	1
	Sanctioned strength	0	0	200	225	50
Raichur	No. of hostels	0	1	10	3	0
	Sanctioned strength	0	50	575	200	0
Ramanagara	No. of hostels	0	1	4	3	0
	Sanctioned strength	0	50	200	150	0
Shimoga	No. of hostels	1	2	3	6	1
	Sanctioned strength	50	100	175	425	50
Tumkur	No. of hostels	0	2	9	5	1
	Sanctioned strength	0	100	500	300	50
Uttara Kannada	No. of hostels	0	0	3	1	-
	Sanctioned strength	0	0	150	150	-
Udupi	No. of hostels	-	-	1	1	-
	Sanctioned strength	-	-	50	50	-
Yadgir	No. of hostels	-	1	4	5	-
	Sanctioned strength	0	50	250	250	-

Source: Department of Minority Welfare, Government of Karnataka.

taken up the responsibility of establishing Working Women's Hostels. The data relating to this aspect is presented in Table 2 in terms of the number of hostels and the intake capacity of these hostels. It may be noted that, as of today, the Department has established ten hostels in the selected Districts like Bangalore Urban, Bagalkot, Dakshina Kannada, Davangere, Dharwar, Kalburgi, Mysore, Shimoga and Tumkur. The total intake capacity of these ten hostels is 550. The Department, no doubt, has taken a good step in the direction of providing hostel facilities to working women of the minority community. But we wonder whether the small number of hostels such as just about ten which are located in selected Districts would ever meet the requirements of all of the working women from the minority communities.

Field Situation and Recommendations:

The above paragraphs present a note on the Educational Infrastructure created by the Department of Minority Welfare. By way of getting a picture relating to the quality and availability of such infrastructure in the field, we made trips to Tumkur City and Sira Town. As part of these field-trips, we visited the Pre and Post-Matric Schools, Post-Matric Hostels for Boys and Girls in Tumkur, and we also visited Morarji Desai School and related Hostels, Pre and Post-matric Hostels and Moulana Azad Post-Matric School in Sira Town. Based on our observations of the field-visits, we have the following comments and recommendations on the availability and quality of the educational infrastructure created by the Department:

- We found that the school buildings were in place in both the places. The newly constructed buildings have spacious class-rooms with space for library, faculty hall and separate wash-rooms for boys and girls. But in the case of Moulana Azad Post-Matric School in Sira, the school building on the right side has a big crack in the wall adjacent to the toilets. We felt that since the crack is quite big it may pose a great danger to the children. We came to know that this is not the Department's own building – it is a rented building. Therefore, we suggest that as early as possible the School may be shifted to its own building which is coming up. However, for the time-being the crack may be repaired as a temporary and precautionary measure.
- The Department supplies a school-kit containing Text-books and 20 Notebooks including pens and pencils for the use of the students which is great relief to the parents. It is a great relief because while all other facilities, including schooling, hostel facilities etc., are free, some of the parents would have found it difficult to purchase text-books, notebooks and other accessories which are very expensive these days. At this point, we may also add that the hostel inmates are supplied with what are called "Shuchi-Kits" containing washing soap, toilet-soap, tooth-paste and brush, and for girls, face-powder and sanitary pads are extra. It may be added that these students are entitled to apply for scholarship from the State and Central Pools. The scholarship amount which they may get would, in the case of poor households, act as a means of compensating the opportunity cost of the child being in the school rather than in the labour market.
- The Minority Welfare Department-run schools provide English as medium of instruction. In order that these children, who largely hail from poor and socially backward minority community households, require extraordinary English teaching skills on the part of the teachers. Instead of getting the run of the mill teachers on deputation, the Department may identify young men and women who have proficiency in English, and recruit them as Guest-faculty till such time that the deputed teachers are perfectly trained through bridge-courses to communicate in English.
- The Hostels which we visited also have very good and architecturally attractive buildings with spacious rooms for the benefit of the boarders; the hostels have spacious kitchen and dining halls, reading rooms, library, reading facilities in the corridors and big halls for organising lectures and discussion-sessions.
- The Girls hostel in Tumkur was found to be much cleaner and tidy which was accounted for by the Warden who stated that Girls, as a group, normally tend to keep their surroundings clean and tidy. However, it is our contention that nothing should prevent the boys from being motivated to keep their rooms and surroundings as tidy as possible.
- The Dining Hall in the Morarji Desai Hostel is no doubt spacious, but the kitchen is infested by swarms of flies which poses danger to the health of the boarders. The explanation offered for this was that the Sira Municipality has a waste-dumping yard close by which attracts flies and other insects and that these flies spill-over to the eating places in the hostels as also class rooms. It seems that the Department had requested the Municipality to shift the dumping yard from the present location, but so far the latter has not positively responded. While the pressure on the Municipality may be continued, as a short term measure, we suggest that the doors and windows, at least of the kitchen and dining halls, may be provided with wire-mesh. In addition, the fly-sticky liquid may be daily spilled in front of the entrance doors and on the window-panes so that the visiting flies may get stuck in the liquid before they entered into the kitchen and the dining hall.

- The hostel rooms, no doubt are spacious, and well provided for in terms of cots, beds, bed-covers, pillows, electric lights etc. But the rooms are over-crowded, each one accommodating as many as 6 to 10 inmates. Consequently, there is not enough space for providing reading facilities to the boarders within their own rooms for want of space that could accommodate tables and chairs. The authorities argue that though they have not provided tables and chairs in the rooms, they have indeed provided reading facilities in the library and in the corridors. But, it may be appreciated, providing such facilities outside the rooms is one thing and providing similar facilities inside the room is another. Therefore, we suggest that the students may be provided with at least low-level chairs to be placed on the ground at the two ends of the cots, and movable light- weight desks to be kept on the cot for reading and writing purpose.
- Since there is very large demand for school admissions and admissions into hostel, there is a good case for either expanding the existing buildings or constructing new buildings. In this connection, the authorities brought to our notice that there was a proposal to construct an additional academic block in the Morarji Desai School consisting of class-rooms, laboratories and separate boarding facilities for girls and boys. We should say that this is a good move and that the Department should have a plan of this kind for gradually expanding the in-take capacity in schools and hostels all over the State in order to keep pace with the increasing demand for admissions.
- The hostels provide early morning tea followed by break-fast at 8 am, lunch around 1 pm., evening tea and dinner between 7 and 9 pm. Along with food, mineral water is supplied to all the students. The hostels have water cooler and water purifiers also. This facility actually has ensured a good up-keep of the health of the children, insofar as they are provided with timely and sumptuous food. In fact, the authorities admit that there is lot of demand for admission into schools and hostels by children from even far off places. One of the faculty members remarked that these facilities, in a way, are a solace to the poor parents that their child at least will have three-meals a day in a clean environment! This is a great tribute to the educational efforts of the Department of Minority Welfare.
- As for monitoring the attendance of the students is concerned, bio-metric attendance is provided in the schools. The students are expected to punch the bio-metric instrument every day with a view to affirming their presence in the school.
- In the case of Morarji Desai School, the teachers are provided with living quarters in the campus which facilitates overseeing of student behaviour by the teachers. Apart from this, the teachers are expected to dine with the students in the hostel so that the quality of food served to the students is maintained at a reasonably good level. The hostel displays timetable relating to what is being served every day. Our contention is that it would be quite helpful if the menu displayed on the board is religiously followed. The time specific/day specific serving of non-veg and vegetable curry should also be religiously followed and not violated for any reason. The vegetables bought and served should be fresh and not stale as was observed in one of the hostels.
- The teachers are assigned 15 students each with an expressed understanding that in case of any problem, the teacher is supposed to take appropriate action. Even if visitors come to the school or hostel they should approach the concerned teacher before they could directly meet their ward. There is a medical attendant who has been provided with a first-aid kit with the responsibility of attending to the students in case of emergency. Hostels have wardens who are responsible for running and maintaining the hostels. We hope that this system is working well.
- As far as the availability of school and hostel facilities, the Department seems to have made appropriate efforts to reach the information to the minorities. Its effort has taken the form of distributing pamphlets in villages and towns, pasting the pamphlets in the religious institutions and spreading information by word of mouth. Many of the students whom we interviewed admitted that they obtained information about these facilities through the means stated above. That apart, some of them also stated that they got the information from the village elders, mohalla leaders, prayer leaders and friends and relatives. The awareness so created by the Department has led to increasing the levels of demand for school and hotel admission.

- The schools have computer labs which are manned by an instructor who teaches basic computer applications such as MS Office, MS Word and Primary Statistical Packages to the students. This facility was very much needed for the students who came from the rural areas and backward community households. We may add that CC TVs may also be provided in the hostel to monitor the movement of students and outsiders.
- In many cases, the schools and hostels are situated far away from the main urban centres. As a result, the school going children face the problem of daily commuting to the schools. In some cases they have to walk long distances to catch the available transport. The City Bus Services may be directed to touch the hostel points.
- The Morarji Desai Schools normally accommodate about 250 students of whom 75 per cent ought to be from the minority communities, and the balance of 25 per cent should be from other communities. This is a good practice because, ours being a pluralistic society, it would be quite imaginative on the part of the Department to have thought of a mixed social group in the schools and hostels so that minority community students can learn to live with other community students and also understand their culture and social mores. In the same way, the non-minority community students can live with minority community students and learn their culture and social mores in turn. Such a good practice will sow the seeds of social harmony among the future generations.

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DISCUSSION

Rapporteur: Ance Teresa Varghese

This report captures the discussion on the paper 'Infrastructure for Educational Institutions' by Prof. Abdul Aziz and Mr Javid K Karangi. The paper was presented by Prof. Abdul Aziz. The session was chaired by Prof. Khajapeer and the discussants were Prof. K Gayithri and Dr. T S Somasekhar. The paper gives a brief account of the different kinds of schools and hostels at the pre and post -matric levels established by the Department of Minority Welfare of Government of Karnataka. It covers the infrastructure and the facilities provided in the schools and hostels for enabling the children to have access to good standard of education and living facilities. The authors also address the issues related to regional disparities in the infrastructure facilities, inconsistency between the needs of the community and infrastructure availability, hygienic concerns, and the need of more working women hostels.

Prof. K Gayithri expressed her agreement with the issues raised in the paper. She added a few issues such as the following: The presence of minorities in the regular Schools other than the minority institutions would be of great concern. Statistical data of children by age group will make government to understand in which age group government has to intervene. Need to see the fund allocation of government by considering how much is released and how much is being spent. The deficiency of funds needs to be analysed district wise. Similarly, in respect of impact of learning outcomes of the minority community a district-wise analysis may be attempted. Another suggestion she made was the need to see training as an infrastructure.

Dr. T S Somasekhar, highlighted the necessity to allocate resources where the need is high. He felt that the Government has to analyse the effectiveness of the scheme and also the need to implement it in an efficient manner. For this purpose, technology can be used in a viable way. People need to get acquainted with the technologies rather than relying on intermediaries and that would lessen corruption to a great extent.

There was consensus among the participants that there is a need to improve the infrastructure as well as hygienic conditions as stated by the authors. A voice came from Dr. Sobin George with regard to the selection of the beneficiaries within the minority community for this benefit. He suggested that it would be of great help if the Department used a more robust indicator such as levels of poverty, female school dropouts and subgroups within the minorities for selecting the children for admission into the schools and hostels.

Mr. P.G. Doddamani referred to the disadvantages of rented buildings for housing schools. He stressed the need to have separate infrastructure facilities for Jain communities as they have a different diet pattern. He also emphasised on the importance of Navodaya Model Schools and argued in favour of the recruitment of teachers through outsourcing rather than through KPSC. Dr. R. G. Desai suggested that the need of identifying the most backward districts in terms of HDI.

Surprise visit to check the credibility of the institutions was a suggestion made by Mr. Baljeet Singh. Since informed inspection leads to preparedness for hiding the realities of mismanagement, he preferred surprise visit to understand the ground realities. He agreed with the authors regarding the infrastructure lacunas.

Prof. M Khajapeer, the chairperson of the session, emphasized on the need to improve facilities in the schools and hostels, whether it is infrastructure or other activities, in order to motivate the students. He agreed with the point raised by Prof. K. Gayitri concerning bridging the gap between minorities and non-minorities in respect to educational attainment.

SCHEMES AND PROGRAMMES OF THE DIRECTORATE OF MINORITIES FOR THE PROMOTION OF SCHOOL EDUCATION IN RESPECT OF RELIGIOUS MINORITIES IN KARNATAKA*

Niranjanaradhya.V.P.

Introduction

The year 2018 signifies two historical moments in the history of Right to Education; one, it marks the 70th anniversary of the Universal Declaration of Human Rights that declared right to elementary education as a fundamental human right at the global level and the second, the eighth anniversary of implementing the Right of Children to Free and Compulsory Education Act at the national level. Education being a fundamental human right, the paper examines the schemes and programmes formulated and implemented by the Directorate of Minorities for school education of religious minority children in the state of Karnataka. The paper intends to introduce the selected schemes and programmes of the Directorate of Minorities based on the information and facts available from the secondary sources. The paper makes a few recommendations for the better implementation of the schemes and programmes.

1. Education as Fundamental Right in India

India is a signatory to many of these key international instruments that guarantee the right to elementary education – Universal Declaration of Human Rights, 1948, the International Covenant on Economic, Social and Cultural Rights, 1966 and the Convention on the Rights of the Child, 1989; the World Forum Declaration, 2015 and Sustainable Development Goals 2015.

* The author sincerely acknowledges and thank the assistance rendered by his colleague Mr H N Nagaraju, Junior Research Assistance, Centre for Child Law, NLSIU in developing this paper. He is also grateful to Mr C Charles Nelson for collecting the required data.

Despite plethora of international instruments recognizing the right to education, the Indian state was limping to ensure free and compulsory education to all children until the age of 14 years as directed by Article 45 of the Constitution under Directive Principles of the State Policy. It is at this juncture, the Supreme Court of India pronounced a historic judgment in the case of *Unni Krishnan v. State of Andhra Pradesh* declaring right to education as Fundamental Right of citizens until the age of 14 (1993 SCC (1) 645).

The Supreme Court held that the right to basic education is implied by the fundamental right to life (Article 21) when read in conjunction with the directive principle on education (Article 41). The Court held that the parameters of the right must be understood in the context of the Directive Principles of State Policy, including Article 45 which provides that the state is to endeavour to provide, within a period of ten years from the commencement of the Constitution, for free and compulsory education for all children under the age of 14. The Court ruled that there is no fundamental right to education for a professional degree that flows from Article 21. It held, however, that the passage of 44 years since the enactment of the Constitution had effectively converted the non-justiciable right to education of children under 14 into one enforceable under the law. After reaching the age of fourteen, their right to education is subject to the limits of economic capacity and development of the state (as per Article 41). Quoting Article 13 of the International Covenant on Economic, Social and Cultural Rights, the Court stated that the state's obligation to provide higher education requires it to take steps to the maximum of its available resources with a view to achieving progressively the full realization of the right of education by all appropriate means.

* Article 45(original) states that " State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years

The 86th Constitutional Amendment in 2002 inserted the following articles in the Constitution:

- Added new Article 21A: The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine.
- Substituted Article 45: The State shall endeavour to provide early childhood care and education for all children until they complete the age of six years."
- Added new article 51A(k): who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years

In pursuant of international legal framework and the historic Supreme Court verdict, the government of India enacted the 86th Amendment to the Constitution to make education a fundamental right Article 21A was introduced making free and compulsory education a fundamental right of children of the age six to fourteen years in 2002 . The Indian State was also proud to join, albeit after 52 years of independence, the host of countries that provide for a constitutional guarantee to free and compulsory education (Niranjanaradhya and Kashyap 2006, Introduction : 1)

To operationalize Article 21 A, the Parliament of India passed the Right of Children to Free and Compulsory Education Act (hereafter the RTE Act) in 2009. The RTE Act provides for right to free and compulsory education in neighbourhood school till the completion of elementary education (RTE Act, 2009: Section 3)

Karnataka, being a federal state, has the mandatory obligations under section 9 of the RTE Act to ensure good quality education to all children as envisaged in different provisions of the Act. Subsequently, the state rules, the Karnataka Right of Children to Free and Compulsory Education Rules 2012 was, formulated to give effect to the implementation of RTE Act in the State. It is in this context, the paper examines the different schemes and programmes of the Directorate of Minorities for the promotion of school education with respect to religious minorities in Karnataka. The purpose of this paper is to provide information about some of the important schemes and programmes of Directorate of Minorities for the education of children belonging to religious minorities. However, neither critical analysis nor evaluation of schemes and programmes lies within the scope of this paper. It is just confined to introduce schemes and programmes and the kind of budget allocations for the same.

2. A brief profile religious minority community in the state

The religious minorities constitute around 16% of the total population in Karnataka. Muslims are the major chunk within the minority group followed by Christians and Jains. Muslims and Christians are concentrated in the districts of Bangalore, Dakshina Kannada and Gulbarga regions; Jains in Hassan, Belgaum and Bangalore ; Buddhists in Gulbarga, Chamarajnagar and Bangalore; Sikhs in Bidar and Bangalore and Parsees in Bangalore city. The minority population as a whole has denser presence in Dakshina Kannada, Bidar, Bangalore Urban , Gulbarga and Dharwad regions.(See Table 1 for details) .

It is interesting to note that there is a marginal decline in the population Christians and Jains. The decline in the case of Buddhists is quite large. The decline in the population of religious minorities is a concern and needs further investigation.

Table -1: Population Details of Religious Minorities in Karnataka

Sl. No.	Name of the Religious Minority Group	Population in per cent		Percentage within the religious Minorities	
		2001	2011	2001	2011
1	Hindu	83.86	84.00	77.93	84.00
2	Muslims	12.22	12.92	77.93	82.25
3	Christians	1.90	1.87	12.17	11.92
4	Jains	0.78	0.72	4.98	4.60
5	Sikhs	0.02	0.05	0.18	0.24
6	Buddhists	0.74	0.16	4.74	0.98
7	Parsis	0.21	0.02	NA	0.01
	Total	15.69	16.28	100.00	100.00

Source: Compiled from the Census of India data 2001 and 2011

The literacy rate within the religious minorities in Karnataka is quite revealing; the average of each religious group within the five major groups viz., Muslims, Christian, Sikhs, Buddhists and Jains is comparatively and considerably is better than the major Hindu Group. The literacy rates amongst Christian, Sikhs and Jains are

considerably impressive as compared to Muslims and Buddhists. Interestingly, the female literacy rates in all the five religious groups are considerably better as compared to the majority Hindu group. However, literacy rate of Muslims is far below as compared to majority Hindus and within the religious minority groups. This is true of female literacy too. The trend indicates that more concerted efforts are required to address the gap within the minorities, especially the Muslims. As usual, the gender disparity in literacy continues to be a concern and as such needs to be addressed in relation to all groups and with special focus on Muslims (See Table 2 for details) .

Table-2: Literacy Rate of Religious Minority Groups in India (2011) and Karnataka 2011 (in %)

Religious Groups	India (2011)			Karnataka(2011)		
	Male	Female	Total	Male	Female	Total
Hindus	81.70	64.30	73.27	81.98	66.56	74.36
Muslims	74.70	62.00	68.54	83.53	74.12	78.89
Christians	87.70	81.50	84.53	93.16	88.57	90.80
Sikhs	80.00	70.30	75.39	89.26	81.06	85.64
Buddhists	88.30	74.00	81.29	84.65	64.21	76.11
Jains	96.80	92.90	94.88	92.94	83.51	88.33
Other Religious and persuasions	70.90	49.10	59.90	86.30	73.57	79.99
All Religious	80.90	64.60	72.98	82.47	68.08	75.36

Source: Compiled from Census of India 2011

3. Information about the Schemes and Programmes of the Directorate of Minorities in Karnataka

The Directorate of Minorities, Government of Karnataka has launched a series of schemes and programmes for the educational progress of religious minorities. Some of the major programmes related to school education are given below.

A. Pre-Matric Scholarship

With an objective of 'Improvement through Education', Government of India is implementing scholarship schemes of pre matric scholarship to encourage parents and enable the students to pursue education. The students studying from 1st to 10th standard are eligible.

B. Post-Matric

Post- matric Scholarships are awarded to students from the minority communities from PUC onwards up to degree and PhD level.

C. Fee Reimbursement Scheme for Muslims, Christians, Sikhs, Buddhists, Parsis & Jains

The main objective of this Scheme is to arrest the tendency of dropout rate due to economic incapability and in order to create the possibilities of employment opportunities amongst the meritorious minority community students to continue Pre-University, Professional and Technical Courses in Degree and Post-Graduation level, including M.Phil. and Ph.D.

D. Vidyasiri

Vidyasiri Scheme covers for Minority community students studying in Post-Matric Courses/PUC upto Ph.D.level in Government/Aided/Un-Aided institutions across the State who are not provided with Hostels facilities.

E. Pre-Matric Hostels

To facilitate quality education and to achieve compulsory primary education, 24 pre-matric boys hostels and 27 girls hostels are functioning under the Directorate with 2550 student inmates. The following facilities are provided in these hostels.

F. Post-Matric Hostels

To facilitate higher education, the Directorate is running these hostels and providing the following facilities.

G. Private Hostels run by Minority Organizations

Minority voluntary organizations are running hostels for the benefit of students studying from 5th to 10th Std. These private hostels are being supported by a boarding grant Rs.500 per boarder for 10 months in an academic year. Presently, 60 Grant-in-aid pre matric minority hostels with strength of 3350 are being supported by the Department.

H. Residence school

To promote educational levels by increasing enrolment and retention and to bring down drop-out rate with greater focus on quality education Morarji Desai Residential Schools are opened across Karnataka for 6th to 10th Std students. There are 72 Morarji Desai Residential Schools and 11 Pre University residential colleges.

I. Muslim Residential Schools

There are 5 Muslim residential Schools running under the Directorate of Minorities in the State.

J. Model Residential Schools

The Directorate of Minorities has opened 4 Model residential schools to provide quality education and peaceful environment for the student of 6th to 12th standard.

K. Moulana Azad Schools

The main aim of the government to start Moulana Azad schools is to bring back dropped out students and provide quality education to the children from minority communities. Children get admission to 6th Standard in these schools. The medium of instruction in these schools is English. Urdu schools, which had been closed due to poor attendance, have been selected to house the new schools. In addition to this, the Department of Minority Welfare has started residential model schools in the districts.

L. Chief Minister's Minority development programme

Chief Minister's minority development programme is implemented in the model of Multi-Sectorial Development Programme Under the education sector the following schemes are being implemented.

- a) Construction of additional class rooms and smart classes in Government Urdu schools
- b) Providing drinking water facilities
- c) Construction of Morarji Desai Residential Schools/Muslim Residential Schools/Residential P U colleges
- d) Construction of Hostel Buildings
- e) Digital library and E- learning facilities
- f) Indoor stadium
- g) Construction of digital library along with E-learning facilities
- h) Construction of Navodaya Model Schools.

M. To provide incentive of Rs.10000 to 250 students who have scored highest marks in SSLC and Rs.20,000 to 250 Pre- university students who have scored highest marks in annual exam conducted by the State.

N. New schemes introduced during the year 2016-17

The government has launched new schemes in the financial year 2016-17 under the 'nine point' programme to provide facilities for government Urdu Primary/High schools.

- a) To provide benches and desks to the students
- b) To provide electricity to the class rooms
- c) To provide computer facilities
- d) To provide laboratory facilities for science students
- e) To provide library facilities
- f) To prepare sportsfields and construct compound
- g) To provide sports material
- h) To provide drinking water facilities
- i) To Provide separate toilet facilities to both boys and girls

4. A brief analysis of the implementation of schemes and programmes

The schemes and programmes of the Directorate of Minority Welfare had benefited many deserving students who are socially and economically backward belonging to different religious minority groups. The data base of the Directorate indicates the number of beneficiaries and the budget allocated for the programme (Table 3).

Table -3: Number of students benefitted by the pre-matric, post-matric and merit-cum means scholarships

Academic year	Number of students		Merit-Cum-Means
	Pre-Matric	Post-Matric	
2012-13	563922	NA	NA
2013-14	756075	55098	11459
2014-15	976546	102848	25103
2015-16	1032133	142840	32515
2016-17	1086566	195564	36463

Source: Directorate of Minorities. <https://gokdom.kar.nic.in/Documents/Downloads/4%20Years%20Achievement%20in%20English.pdf> accessed on 24th July 2018

Table 3 reveals that the number of recipients of Pre-Matric Scholarships, Post-Matric Scholarships, Merit-Cum-Means Scholarships, Fee Reimbursement Schemes has considerably increased from 2013-14 to 2017-18. However, between 2016-17 and 2017-18 there is a marginal decline in the number of children who received Pre-Matric Scholarships. The number of beneficiaries under Vidyasiri scheme remains the same for three consecutive financial years.

The budget allocation for three major scholarship programmes viz., Pre-Matric, Post-Matric, and Merit-Cum-Means Scholarships is considerably substantial and increased every year from 2013-14 to 2017-18. However, as in the case of beneficiaries, there is a slight decline in the budget allocated to these three major scholarship Programmes between 2016-17 and 2017-18 (Table 4).

Table-4: Number of Beneficiaries and Budget Spent on Major Schemes

Name of the Scheme	Financial Year 2013-14		2014-15		2015-16		2016-17		2017-18	
	1	2	1	2	1	2	1	2	1	2
Pre-Matric Scholarship	7,56,075	10260.00	9,76,546	11260.00	10,32,133	24883.00	10,57,764		1055300	
Post-Matric Scholarship	55152	3100.00	102848	8877.00	142840	4468.00	173274	41435.00	218179	38014.00
Merit-Cum-Means Scholarship	14982	2300.00	25103	8026.00	32515	5456.00	33927		40031	
Fee Reimbursement (Muslims, Christians, Sikhs, Buddhists, Parsis & Jains)	NA	NA	60066	4567.00	75876	6000.00	101762	NA	258210	NA
Vidyasiri (Food & Accommodation Scheme)	NA	NA	NA	NA	10000	1500.00	10000	1500.00	10000	1500.00

Source: <https://gokdom.kar.nic.in/Documents/Schemes/Scholarship/Scholarship%20Last%20five%20years%20Progress%20report.pdf>. [accessed on 22 June 2018]

Note: Column 1 refers to beneficiaries.

Column 2 refers to budget in lakhs of rupees

The budget allocation for various schemes and programmes implemented through the Directorate of Minorities has considerably increased in the last six years. In the latest budget of 2017-18 the allocation has increased by almost six times compared to that in 2012-13 (Table 5).

Table 5: Budget allocation for directorate of Minorities

Year	Budget (Rupees in crores)
2012-13	444.81
2013-14	769.39
2014-15	911.67
2015-16	998.39
2016-17	1527.37
2017-18	2750

Source: Directorate of Minorities. <https://gokdom.kar.nic.in/Documents/Downloads/4%20Years%20Achievement%20in%20English.pdf> accessed on 25th July 2018

The number of hostels and residential schools for the students of religious minorities also increased considerably during 2012-13 to 2017 -18 in the states evident from Table 6.

Table 6: Number of Hostels and Residential Schools for religious minorities

Year	Number of Hostels	Number of Residential Schools
2012-13	124	NA
2013-14	160	48
2014-15	230	57
2015-16	256	74
2016-17	274	92
2017-18	304	129

Source: Directorate of Minorities. <https://gokdom.kar.nic.in/Documents/Downloads/4%20Years%20Achievement%20in%20English.pdf> accessed on 25th July 2018.

5. A critical appraisal of the schemes and programmes of the Directorate of Minorities

A close examination of the information available from the Directorate of Minorities suggests the fact that a good number of schemes and programmes were designed by the Directorate of Minorities for the educational promotion of different religious Minorities in the state. The data also discloses that many children of religious minorities have benefitted by the programmes. However, desegregated data is not available to show how groups within the religious minorities got benefitted by these schemes and programmes.

The studies conducted by different agencies to assess the level of awareness of different programmes and schemes implemented by the Directorate provide a different picture on the ground. For instance, a study conducted by Centre for the Study of Social Exclusion and Inclusive Policy of National Law School of India University to assess the level of awareness of different education schemes vis-à-vis different religious minority groups shows that the level of awareness is very poor among minorities.

A field visit was undertaken by the Author on 24th May 2018 to interact with a few selected beneficiaries to know the ground reality. The interaction covered issues like awareness, process of applying, mode of transferring the scholarship amount, constrained faced in the process and the extent of usefulness of the scheme/programme for the completion of studies.

Table 7: The Level of Awareness of Religious Minorities About Different Schemes for School Education

Schemes and Programmes	Religious Minority Groups							
	Muslims		Jains		Christians		Sikhs	
	Yes	No	Yes	No	Yes	No	Yes	No
Pre Metric scholarship	80	20	81	19	7	93		100
Post Metric Scholarship	68	32	86	14	26	74		100
Maulana Azad Fellowship	53	47	15	85	20	80		100
Residential school	32	68	75	25	12	88		100
Pre and Post Metric Hostels for Girls and Boys	47	53	76	24	10	90		100
Scheme for providing quality education in Madarasa	37	63	11	89	7	93		100

Source: Adapted from the Report of the Socio –Economic Conditions of Religious Minorities in Karnataka – a study towards their inclusive development by the National Law School of India University, 2015

The Data reveals that the level of awareness on popular schemes like Pre Metric scholarship; Post Metric Scholarship and Maulana Azad Fellowship is comparatively better than about the schemes like Pre and Post Metric Hostels for Girls and Boys, Residential schools, and the Scheme for providing quality education in Madarasa. The level of awareness varies from one group to another. For instance, the level of awareness among Muslims and Jains is comparatively better compared to the Christian group. Interestingly the level of awareness among Sikhs is zero.

The primary data collected by the author while interacting with the students also shows that the implementation of the schemes is not to the level of expectations. For instance, a girl student from Tumkur studying in PU College said “she did not receive any scholarship” though she had submitted the application in time with all the necessary documents.

Students during the conversations revealed that they came to know about the different schemes and programmes by the neighbours. However, one of the students suggested “it is good if the Directorate takes measures to create awareness through Tele Vision Channel that reaches everyone”.

The students, with whom we had interaction, expressed the following opinions in a nutshell:

1. Awareness needs to be enhanced among beneficiaries and communities belonging to religious minorities
2. They prefer online application
3. They prefer to receive cash amount of scholarship through bank
4. The schemes /programmes were of great help to pursue their studies.

6. Summary and Recommendations

It is evident from the preceding sections that the schemes and programmes launched by the Directorate of Minorities are of great value and immensely useful for the completion of education on the parts of Minority Community students. These programmes need to be continued with much more vigour and passion. Measures to reach the programmes to the students, timely and effective robust monitoring mechanism are important from the angle of effective implementation. Keeping this in mind, the author suggests the following:

1. The Directorate should take measures to create massive awareness about the schemes and programmes related to school education in general and thickly populated districts of religious minorities in particular
2. A detailed evaluation study from the appropriate agency based on the primary data about the impact of various schemes and programmes is desirable to make necessary policy and programme modifications
3. Measures should be taken to sustain consistency and continuity both in terms of number of beneficiaries and allocation of resources to continuum in the educational progress of children belongings to religious minorities
4. A separate wing within the Directorate to maintain the relevant data, conducting time to time evaluations and effective monitoring for the effective implementation of schemes and programmes headed by an expert is desirable.

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DISCUSSION

Rapporteur: MrDeepak Mandal

Dr V P Niranjanaradhya in his paper provides detailed information about the status of schemes and programmes for educational promotion of minorities in Karnataka. While doing so he also sketches a critical appraisal of these schemes and programmes, and presents very useful suggestions for improving the implementation of these schemes. Besides, he states that the literacy rates among the minority communities, including that among their women, are reasonably good. Also the levels of awareness regarding the various scholarship programmes are better among Muslims and Jains compared to other minority community groups. At the implementation level, the insistence on the large number of certificates is a problem faced by the prospective beneficiaries. In view of this the author makes the following recommendations:

- ✓ The Directorate should take measures to create awareness about the schemes and programmes among other minority groups like Sikhs, Parsees, Buddhists and Christians.
- ✓ A detailed third party evaluation study based on the primary data about the impact of the schemes is desirable to make necessary policy and programme modification.
- ✓ A separate wing within the Directorate is suggested to maintain the relevant data.

The Discussant, Mr Pradeep Ramavat, felt that there is a need for preparing a status paper on the implementation of the scholarship schemes at the ground level. Further, he raised a question as to what is the transitional status of these schemes between primary and secondary level of education.

Prof. Khajapeer underscored a new facility provided by the Government of Karnataka for the benefit of the minorities in the form of a mobile centre facility. He also mentioned that this facility is helping the applicants to fill the application forms and create awareness about these schemes in the remote villages and low income districts of Karnataka. Prof. Jeevan Kumar suggested that the author should categorise the minority student groups in terms of the beneficiaries of the schemes. The chairman, Mr Shereyar Vakil requested the author to find out the main reason for an increase in the girl student drop-out rates in the post-matric education stream.

POST-MATRIC SCHOLARSHIP PROGRAMME FOR MINORITY COMMUNITY STUDENTS FOR COLLEGE STUDIES

Indrajit Bairagya*

1. Introduction

It is a well-known fact that the minority communities have remained educationally backward leading them to have a low standard of living. In the past there have been attempts made by the Government following the recommendations of Minority Commissions and more particularly, the Saachar Committee, to upgrade their educational levels. Karnataka being a state of vast diversity of population, people with different religious groups like Hindu, Muslim, Christian, Buddhist, Jain, Sikhs and Parsis have occupied their place in this state. Among the minority groups, it has been found from the 2011 Census that 78.94 lakh Muslims live in Karnataka, which accounts for 12.91 percent of the total population of Karnataka and 82.25 percent of the total minority population. Moreover, the number of Christians is 11.43 lakhs, and that of Jain, Sikh, Buddhist and Parsis are 4.40 lakhs, 0.28 lakhs, 0.95 lakhs and 0.011 lakhs respectively (Department of Minority Welfare, Haj and Wakf, GOK, 2016-17). Thus, overall these six religious minorities constitute 16.28% of the total population of the state.

Historically, we have seen most of the minority communities are socially and economically backward leading very low standard of living. Separate committees have been set up to assess the socio-economic status of minorities. For instance, Saachar committee was set up in 2005 in India to assess the social and economic conditions of Muslims. Despite all these initiatives, the performance of minorities is not so satisfactory. It has been found that due to all these initiatives, the gross enrolment rate has increased for the Muslim community from 5.2% in 2000-01 to 13.8% in 2014-15 (Scroll.in, 2018). However, the percentage share of the enrolment in comparison with their population share remains incredibly low. For instance, in the year 2014-15, the share of Muslim population is 14 percent of the total population, but the share of enrolments among them are only 4.5% (Scroll.in, 2018). This gap is even more among Muslim women.

Therefore, one of the initiatives of the government is to promote the socio-economic conditions of the minority religious people through development of their human capital. This has resulted in the initiation of different types of scholarship schemes by the government so as to improve the participation of the minorities at different levels of education. Some of these state and central government scheme of scholarships for the minorities' education are Christian development program, teaching and learning aids to government minorities' school, scheme of national overseas scholarship for minorities' students, fee-reimbursement, merit-cum-means scholarship, scheme for pre-matric scholarship, scheme of post-matric scholarship etc. All these schemes are provided for the minority population with full financial support so that they are motivated towards education.

In order to reduce the drop-outs of the minority religious students after school education and also to enhance their participation in higher education, the scheme of post-matric scholarship has been introduced. The objective of this scheme is help to the minorities' students who belong to the economically weaker sections of minority community. After successful completion of the matric exam students can apply for this scholarship. This scholarship is provided to the students of both private and public colleges, and also of different universities.

Initially the scheme was mostly demand driven such that whoever applied for it received the scholarship. However, it has become competitive in recent times because of the more number of applications; and consequently, government has imposed the following conditions to be met by the applicants to be eligible:

* Research Assistance from Mr C Charles Nelson is gratefully acknowledged.

- i. Annual family income of the applicants should not exceed Rs.2 lakhs.
- ii. Candidates have to have scored 50 percent marks in the previous qualifying examination.
- iii. Candidates' colleges/institutions/universities should have been recognised under appropriate authority.
- iv. Candidates with backlog in any subject are ineligible.

Moreover, to make the implementation of the scheme more transparent, the scholarship amounts are compulsorily paid through bank transfers directly to the candidates' account. Moreover, it has been made mandatory that 30 percent of scholarships be reserved for girls.

The objective of this paper is to examine the effectiveness of the post-matric scholarship scheme to promote the college education among minorities and also to examine its adequacy. The study also tries to understand the problems that the candidates face related to the scholarship and how the scheme can be improved further.

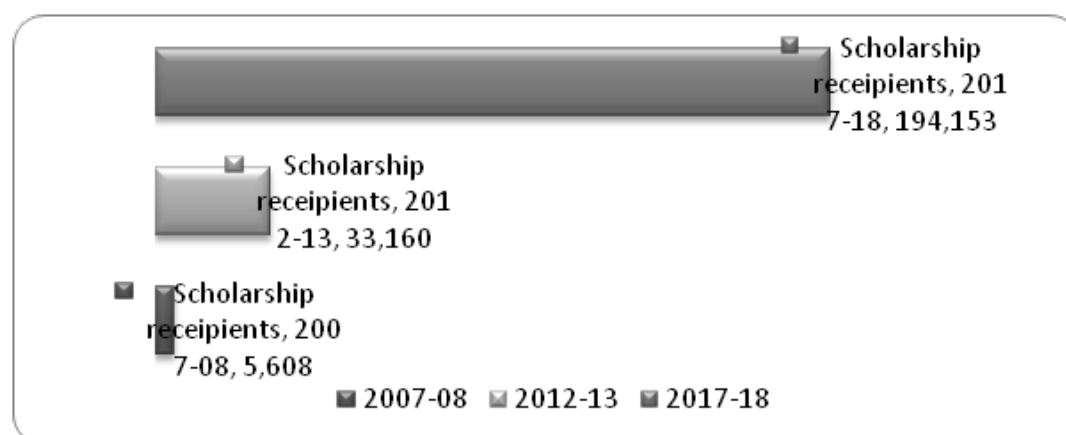
In order to accomplish the aforementioned objectives, we have used both secondary data as well as data collected from the field. The secondary data mostly include the data related to the number of post-matric scholarship holders for different years. In addition, we have used the annual reports of the Department. In addition to the secondary data analysis, we have conducted a focussed group discussion with 26 post-matric scholarship holders to understand the problems that they face relating to the scholarship.

The paper is organised as follows: Section-2 describes the trends and patterns of the scheme. Section-3 discusses the adequacy and priorities of the scheme. Observations of the field work have been highlighted in section-4. Section-5 ends with conclusion.

2. Trends in the Award of the Scheme

In order to understand the effectiveness of the post-matric scholarship scheme, it is important to see whether the number of recipients of the scheme has increased or not over time. Therefore, we have presented the number of post-matric scholarship recipients in Karnataka over the last ten years in Fig.1.

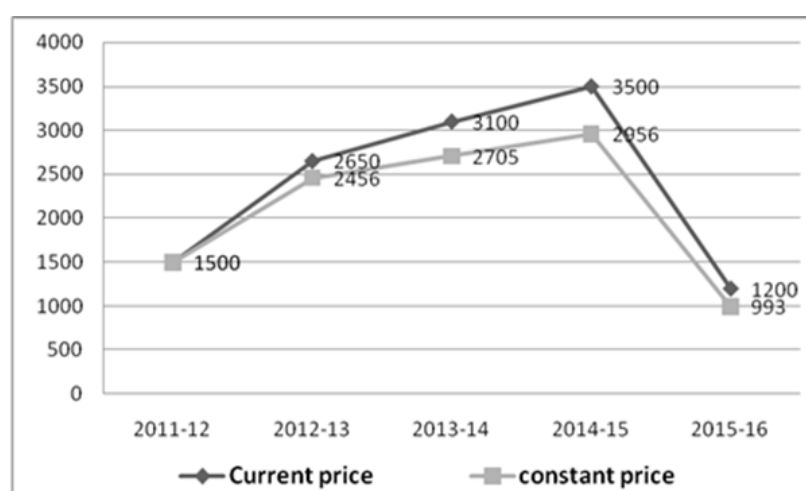
Figure-1: Number of Post-matric Scholarship Recipients in Karnataka Over Time.



Source: Department of Minority Welfare, Haj and Wakf, GOK

Figure-1 shows a sharp increase in the number of post-matric scholarship recipients in Karnataka from 2007-08 to 2017-18. In fact, the growth of scholarship recipients is very consistent over the last ten years, as the later half of the last ten year period shows a compound annual growth rate (CAGR) of 42.40 percent in scholarship recipients, while the initial half shows a CAGR of 42.68 percent.

Figure-2: Fund Allocation for Post-matric Scholarship in Karnataka Over Time.



Source: Department of Minority Welfare, GOK.

In order to make the scheme successful, the government has allotted a substantial amount for the scheme and has increased it year-by-year. Figure-2 depicts a considerable increase in the fund allocation over the years from 2011-12 to 2014-15 both in terms of current and constant prices. In this context, it is important to mention that we have computed figures at constant prices using the price indices provided by National Accounts Statistics. Surprisingly, the figure has come down for the year 2015-16, as also the number of scholarship recipients have also accordingly come down to 14,601. After 2015-16, no separate budget figure is available for post-matric scholarship in Karnataka. In fact, the budget allocations for both the pre-matric and post-matric scholarships have been clubbed together. Given a significant increase in the number of scholarship recipients for 2016-17 and 2017-18, it is well expected that there is a definite increase in the fund allocation for the scheme.

Although there is a significant increase in the number of scholarship recipients, it is important to see whether the scholarship is distributed equitably by gender and different religious minority groups. The distribution of post-matric scholarship recipients by gender and different religious minorities are presented in Tables 1 and 2, respectively.

Table-1: Number of Post-matric Scholarship Recipients by Gender in Karnataka Overtime.

	2007-08	2012-13	2017-18
Female	3805 (67.86)	20860 (62.91)	107291 (55.26)
Male	1802 (32.14)	12298 (37.09)	86832 (44.72)
Others	0 (0)	2 (0.01)	30 (0.02)
Total	5607 (100)	33160 (100)	194153 (100)

Source: Author's estimation based on data provided by Department of Minority Welfare, Haj and Wakf, GOK.

In absolute numbers, there is a considerable increase in the number of scholarships awarded to males and females. Although there is a marginal decrease in the percentage share of females from 2007-08 to 2017-18, the share of female remains higher throughout compared to the males.

Table-2 depicts that the majority of scholarships have been awarded to the Muslim students. Although a marginal decrease is observed in the percentage share of scholarships awarded to the Muslim students over the period from 2007-08 to 2017-18, the share of the same remains very high at 84 percent. The Christian students account for the second highest share of scholarships. But, the issue of relative adequacy and proper

distribution of scholarships across different religious minority groups can only be assessed by comparing their respective share of scholarships with their share in the minority community population.

Table-2: Number of Post-matric Scholarship Recipients Across Different Religious Minorities groups in Karnataka Overtime.

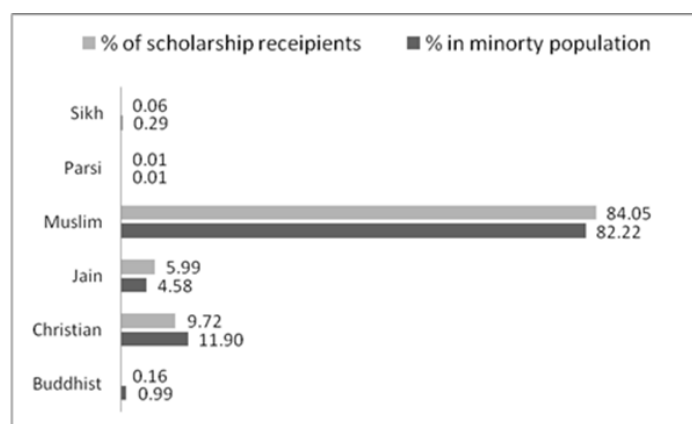
Religion	2007-08	2012-13	2017-18
Buddhist	0 (0)	41 (0.12)	318 (0.16)
Christian	592 (10.57)	5242 (15.81)	18862 (9.72)
Jain	0 (0)	0 (0)	11636 (5.99)
Muslim	5008 (89.31)	27871 (84.05)	163189 (84.05)
Parsi	0 (0)	2 (0.01)	23 (0.01)
Sikh	7 (0.12)	4 (0.01)	125 (0.06)
Total	5607 (100)	33160 (100)	194153 (100)

Source: Author's estimation based on data provided by Department of Minority Welfare, Haj and Wakf, GOK.

3. Adequacy and priorities of the scheme

Figure-3 presents the percentage share of post-matric scholarship recipients across different religious minority groups compared to their share in the total minority community population in Karnataka. Both Muslim and Jain religious groups account for a marginally greater share of scholarships compared to their share in the total minority population. It is interesting to note that the Muslim community students account for 84.05 percent of the scholarship awards though their share in the total minority population constitutes 82.22 percent. Similarly, the Jain community students account for 5.99 percent of the scholarship awards though their share in the total minority population constitutes 4.58 percent. However, Christian, Buddhist and Sikh religious group students account for a marginally lower share of the scholarships as compared to their share in the total minority population. For instance, Christian, Buddhist and Sikh religious group students account for 9.72 percent, 0.16 percent and 0.06 percent of the scholarship award respectively, while they constitute 11.9 percent, 0.99 percent and 0.29 percent of the total minority population in Karnataka.

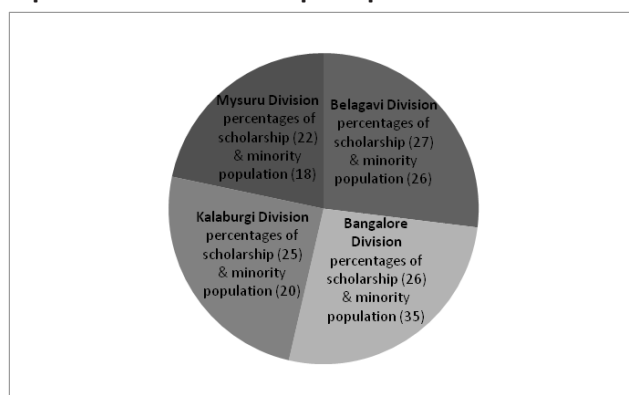
Figure-3: Percentage Share of Post-matric Scholarship Recipients Compared to the Population Size Across Different Religious Minority Groups in Karnataka for 2017-18.



Source: Author's estimation based on data provided by Department of Minority Welfare, GOK.

Further, it is also important to estimate the distribution of scholarships across different districts/ regions. The distribution of scholarships across different regions (or divisions) is presented in Figure-4.

Figure-4: Distribution of post-matric scholarship recipients across different regions in Karnataka.



Source: Author's estimation based on data provided by Department of Minority Welfare, Haj and Wakf, GOK.

Figure-4 shows an even distribution of scholarships across Bangalore, Belagavi, Kalaburgi and Mysuru divisions. In addition to the regional distribution, it is also important to estimate the distribution across districts based on their level of development. In order to present that picture, the districts are ranked based on their rank in Human Development Indices (HDI) provided by Planning Department, GOK (2014). Then, 30 districts are divided into five groups, each group comprising with six districts. The distribution of scholarship recipients across the aforementioned five groups of districts are presented in the Table 3 & Figure 5.

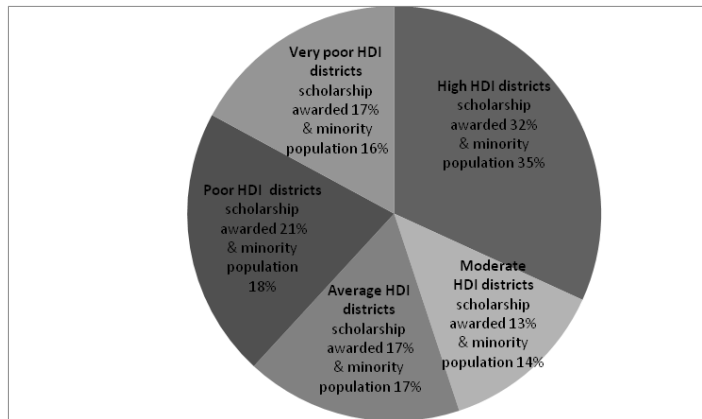
Table-3: Number of Post-matric Scholarship Recipients Across Districts in Karnataka.

HDI Rank	District Name	No. of Recipients	Percent
1	Bangalore Urban	23,537	12.12
2	Dakshina Kannada	19,175	9.88
3	Udupi	5,441	2.8
4	Kodagu	2,086	1.07
5	Chikkamangalore	2,930	1.51
6	Dharwad	8,595	4.43
High HDI Districts		61,764	31.81
7	Bangalore Rural	1,636	0.84
8	Shimoga	5,532	2.85
9	Hassan	2,641	1.36
10	Uttara Kannada	4,525	2.33
11	Kolar	3,918	2.02
12	Mysore	7,173	3.69
Moderate HDI Districts		25,425	13
13	Ramanagara	2,112	1.09
14	Davanagere	6,223	3.21
15	Mandya	1,349	0.69
16	Chikkaballapura	2,632	1.36
17	Tumkur	3,563	1.84
18	Belgaum	17,030	8.77

Average HDI Districts		32,909	17
19	Bidar	12,068	6.22
20	Gulbarga	15,104	7.78
21	Haveri	4,599	2.37
22	Chamarajanagara	1,305	0.67
23	Chitradurga	2,612	1.35
24	Bagalkot	5,123	2.64
Poor HDI Districts		40,811	21.03
25	Bellary	6,862	3.53
26	Gadag	3,221	1.66
27	Bijapur	9,200	4.74
28	Koppal	3,076	1.58
29	Yadagiri	3,666	1.89
30	Raichur	7,219	3.72
Very Poor HDI Districts		33,244	17.12

Source: Author's estimation based on data provided by Department of Minority Welfare, Haj and Wakf, GOK.

Figure-5: Distribution of post-matric scholarship recipients across states in Karnataka by their level of development.

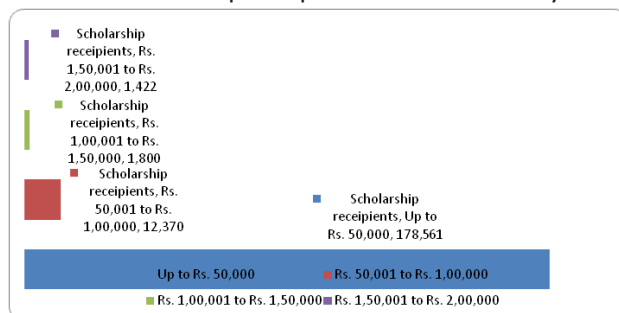


Source: Author's estimation based on data provided by Department of Minority Welfare, Haj and Wakf, GOK.

From both table-3 and figure-5, it is seen that the higher number of scholarships are concentrated to the high HDI districts. In fact, top two HDI districts, Bangalore Urban and Dakshina Kannada, account for 22 percent of the scholarship recipients. Therefore, government should put an effort for the promotion of scholarship to the minorities in the less developed districts.

As one of the objectives of the scholarship awards is to improve educational standards of the weaker sections within the minority religious groups, family income limit of the applicant has been set as Rs. 2 lakhs and less as an essential condition. In order to assess the heterogeneity in the scholarship distribution within the family income of the applicants Rs.2 lakh and less, we have divided the scholarship holders into four groups. These groups are: (i) family income up to Rs. 50,000, (ii) family income from Rs. 50,001 to Rs. 1,00,000, (iii) family income from Rs. 1,00,001 to Rs. 1,50,000 and (iv) family income from Rs. 1,50,001 to Rs. 2,00,000.

Figure-6: Distribution of Post-matric Scholarship Recipients in Karnataka by different family income.



Source: Author's estimation based on data provided by Department of Minority Welfare, Haj and Wakf, GOK.

Figure6 shows that more number of the scholarships have been allotted to the candidates belonging to the lower income groups. For instance, the highest number of scholarships has been allotted for the candidates with family income up to Rs.50,000. Moreover, the second highest number of scholarships has been allotted for the candidates with family income between Rs. 50,001 and Rs.1,00,000. Distribution of post-matric scholarship recipients across different family income groups by gender and different religious groups are presented in Tables-4 and 5, respectively.

Table-4: Distribution of Post-matric Scholarship Recipients by Gender in Karnataka Across Different Family Income Groups.

Family income	Female	Male	Others	Total
Up to Rs. 50,000	98519	80014	28	178561
	(55.17)	(44.81)	(0.02)	(100)
Rs. 50,001 to	7015	5353	2	12370
Rs. 1,00,000	(56.71)	(43.27)	(0.02)	(100)
Rs. 1,00,001 to	995	805	0	1800
Rs. 1,50,000	(55.28)	(44.72)	(0)	(100)
Rs. 1,50,001 to	762	660	0	1422
Rs. 2,00,000	(53.59)	(46.41)	(0)	(100)
Total	107291	86832	30	194153
	(55.26)	(44.72)	(0.02)	(100)

Source: Author's estimation based on data provided by Department of Minority Welfare, Haj and Wakf, GOK.

Table-5: Distribution of Post-matric Scholarship Recipients by Different Religious Minorities in Karnataka by Different Family Income.

Family income	Buddhist	Christian	Jain	Muslim	Parsi	Sikh	Total
Up to Rs. 50,000	205 (0.11)	14997 (8.40)	10243 (5.74)	153005 (85.69)	21 (0.01)	90 (0.05)	178561 (100)
Rs. 50,001 to Rs. 1,00,000	110 (0.89)	2939 (23.76)	768 (6.21)	8530 (68.96)	0 (0)	23 (0.19)	12370 (100)
Rs. 1,00,001 to Rs. 1,50,000	1 (0.06)	510 (28.33)	313 (17.39)	971 (53.94)	2 (0.11)	3 (0.17)	1800 (100)
Rs. 1,50,001 to Rs. 2,00,000	2 (0.14)	416 (29.25)	312 (21.94)	683 (48.03)	0 (0)	9 (0.63)	1422 (100)
Total	318 (0.16)	18862 (9.72)	11636 (5.99)	163189 (84.05)	23 (0.01)	125 (0.06)	194153 (100)

Source: Author's estimation based on data provided by Department of Minority Welfare, Haj and Wakf, GOK.

Table-4 depicts that the percentage share of females in scholarship is higher than males across all the four income groups. However, figures by distribution across minority religious groups, shows that Muslims account for the highest number of scholarships for the lower income groups (Up to Rs.50,000). On the other hand, scholarships are more evenly distributed for the higher income groups.

In addition to the distribution of the number of scholarships, we have presented an analysis of the distribution of the amount of scholarships within and between different courses in Table-6.

Table-6: Descriptive statistics of the amount of post-matric scholarship across courses in Karnataka

Course Name	Obs.	Mean Scholarship	Std. Dev.	Min	Max
Xi	38608	6949	2567.5	1200	13800
Xii	24626	6959	2587.7	1250	13800
B.A.	10450	6914	2557.7	1900	13800
B.Com.	16734	7043	2523.3	1360	13800
B.Sc.	6581	6973	2562.5	1250	13800
B.B.A.	740	6815	2513.8	1360	13800
M.A.	1643	6966	2540.5	2300	13800
M.Com.	1153	7064	2553.9	2300	13800
M.Sc.	1484	7015	2519.7	2100	13800
Diploma(Elec.Eng.)	1268	7029	2567.7	2300	13800
Diploma(Mech.Eng.)	3248	6962	2568.6	1900	13800
Diploma(E.C.E)	1628	7048	2518.3	2300	13800
Diploma(C.S.E.)	1269	6898	2561.2	2100	13800
Diploma(Nursing)	800	6992	2670.4	1900	13800
Diploma(Civil Eng.)	2397	6954	2616.2	2200	13800
Nursing	245	6994	2615.8	2300	12300
I.T.I.	5793	6915	2662.5	2000	13800
Teachers Training	694	6998	2479.1	2300	13800
B.C.A.	2312	6924	2505.4	2300	13800
Diploma(Plastic Tech.)	190	6926	2676.0	2300	13800
Diploma(Instrumentation Eng.)	128	7275	2596.7	2300	13800
Diploma(Textile Eng.)	87	7100	2442.3	2525	13800
B.Sw	128	7075	2713.2	2300	13800
LI.B.	94	6672	2777.1	2300	13800
Bachelor Of Education	1598	6948	2497.0	2000	13800
Diploma(Physical Education	55	7383	2571.8	2300	12300
Diploma(Radiology)	17	7184	2398.7	3968	12300
Bachelor Of Business Management	2538	7056	2435.5	2300	13800
Diploma (Medical Lab Tech.)	584	6977	2638.3	2300	13800
Diploma(Operationtheater Tech.)	198	7254	2630.0	2300	13800
Diploma(Cus.Dis.Dr.Mak.)	75	6336	2588.5	2300	13800

Diploma(Mechatronics)	166	6748	2464.9	2300	13800
Diploma (Pharmacy)	201	7266	2681.5	2300	13800
Bmrit	17	6666	2216.4	3344	9300
Diploma(Tool Die Making)	156	7013	2840.1	2300	13800
Diploma(Agricultur Eng.)	6	7974	3267.9	3431	12300
Diploma(Aeronautical Eng.)	16	6873	2111.2	3379	9300
Diploma(Architecture Eng.)	80	6427	2657.3	2300	13800
Diploma (Commercial Practice_)	50	6825	2510.0	2300	13800
Bachelor Of Management Studies	281	6866	2544.9	2300	13800
Diploma(Chemical Eng.)	11	7124	2232.0	3344	9300
Diploma(Information Tech.)	20	6164	2661.1	2840	12300
Diploma(Printing Tech.)	11	6794	2185.6	3000	9300
Diploma (Ophthalmic Tech.)	23	6816	3144.7	2300	12300
Masters Of Philosophy	30	7209	2343.7	3000	12300
Certificate	210	6655	2695.2	2300	12300
Diploma(Menufacturing Tech)	28	5798	2419.7	2300	12300
Diploma(Mine Surveying)	28	6416	2244.2	2621	9300
Diploma(Metrology)	60	7328	2422.8	3000	12300
Diploma(Public Health)	73	7038	2484.9	2300	12300
Diploma(Metallurgical Eng.)	11	5825	2190.7	2300	9300
Health Inspector	3	6260	2918.2	3481	9300

Note: Obs: No. of observations. Std. Dev: Standard Deviation

Source: Author's estimation based on data provided by Department of Minority Welfare, Haj and Wakf, GOK.

Table-6 shows that there is heterogeneity in the amount of scholarship both between and within different courses. When it comes to between different courses, it is justifiable to have different scholarship amounts because of their different fee structure. However, it is indeed difficult to identify the reasons for different scholarship amounts within a course. The possible reason for the differences could be the differences in the course fee between private and publicsector colleges. Therefore, one may need to explore further to identify the reasons for differences in scholarship amounts within a course.

4. Observations from Field

In addition to the secondary data analysis, we have conducted a focussed group discussion with 26 post-matric scholarship holders to understand the problems they face relating to the scholarships. The major points that arise from the focussed group discussion are as follows:

- I. Information centres in urban areas play an important role to disseminate the information related to the dates of scholarship application and its processes. However, in rural areas, candidates often face information asymmetry because of the inadequate number of information centres. Therefore, government needs to promote awareness programme about the scheme in the rural areas.
- II. As the heterogeneity of the scholarship amount has been found within a course based on our secondary data analysis, candidates in the focussed group discussion also raised the issue of heterogeneity of the scholarship amount within a course.

- III. The process of scholarship application is rigid. It requires the documents like marks card of previous examination, aadhar card, residential proof, fee receipts from college, verification of form, income and caste certificate, and passbook details. However, for verification of form, candidates often face difficulty.
- IV. Although the scheme was initially planned for demand driven scheme, it has become competitive due to the large number of applications. Most of the rejections of applications happen may be because of (a) the candidates' marks in the previous exam are below 50 percent or (b) mistakes in the documentation.
- V. Most importantly, respondents complain that most of the times the time gap in receiving the scholarship amount is too long and the amount they receive is not adequate to meet their expenditure.

5. Conclusion

There is a sharp increase in the number of post-matric scholarship recipients in Karnataka from 2007-08 to 2017-18 and the share of females remains higher throughout. Although there is a marginal decrease in the percentage share of scholarships awarded to the Muslim students from 2007-08 to 2017-18, the share of the same remains very high at 84 percent. Both Muslim and Jain religious groups possess greater share of scholarships compared to their share in total minority population. However, Christian, Buddhist and Sikh religious group students possess lower share of scholarships compared to their share in total minority population in the state. Therefore, government should focus on the adequacy and a proper distribution of scholarships across different religious minority groups.

Even though there is an even distribution of scholarships across four divisions in Karnataka, it is seen that the higher number of scholarships are concentrated in the high HDI districts. In fact, top two HDI districts, Bangalore Urban and Dakshina Kannada, account for 22 percent of the scholarship recipients. Therefore, government should allocate more number of scholarships to the minorities in the less developed districts.

Both secondary data analysis and focussed group discussion with the candidates have identified the heterogeneity in the amount of scholarship both between and within the courses. When it comes to between different courses, it is justifiable to have different scholarship amounts because of their different fee structure. However, it is indeed difficult to identify the reasons to have different scholarship amounts within a course. The possible reason for the differences could be the differences in the course fee between private and public sector colleges. Therefore, one may need to explore further the reasons for differences in scholarship amounts within a course.

Moreover, government needs to promote awareness programme about the scheme in the rural areas. Further, as the candidates often face difficulty in the verification of the forms, government can make the application process simple and can give a chance to the candidate to rectify their mistakes instead of rejecting the application straight way.

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DISCUSSION

Rapporteur: Ms Amrin Fakh

Dr Indrajit, in his paper endeavoured to present the trends and pattern of the post-matric scholarship scheme with detailed information on the total number of recipients in the state, distribution of recipients by gender and minority groups, and fund allocation made for this scheme over time. The data indicated that the number of scholarship recipients as also fund allocation has been increasing over a period of time except for a fall input in 2015-16. The share of girl students as recipients of scholarships, though is declining overtime, has been considerably higher than that of boys.

The paper shows that among minority groups, Muslims have the highest percentage of scholarship recipients followed by Christians. But the other minority groups have negligible a share. In order to explain this discrepancy, the author compares the % of scholarship recipients in each minority group with their share in population. It is found that Muslims and Jains receive marginally greater share of scholarship compared to their share in minority population. On the other hand, Christians, Buddhists and Sikhs receive comparatively lower share of scholarships. The distribution of post matric scholarship recipients across different regions in Karnataka shows that the scholarships are evenly distributed across Bangalore, Belagavi, Kalaburgi and Mysuru divisions. But if districts were ranked according to their level of human development, high HDI districts had greater share of scholarship recipients and low HDI districts had lower share. Hence the author argued that government should make an effort to allocate more number of scholarships among minorities in the less developed districts.

The distribution of scholarship recipients according to different sub-groups within the Rs.2 lakh and below group showed that the lowest income group had the largest number of scholarships and the number of recipients declines with the progression in income. Surprisingly, the scholarship amount given to recipients not only varies across different courses but even within a particular course.

Finally, the author presents observations from the field. According to him while the urbanites have a reasonable amount of awareness about the scheme, that is not so in the case of ruralites. Similarly, the application process for sscholarships is very rigid and burdensome as the students have to produce innumerable documents with attestation and legal verification.

Both the discussants appreciated the diligent work of the author and complimented him for presenting a good data-based paper. Prof. R G Desai was of the view that comparing different minority groups' share in total population to the number of scholarship recipients is misleading. The author must take note of the fact that population consists of people belonging to different age groups and the author should compare the proportion of youth studying in colleges to the number of scholarship recipients. He also pointed out that making a generalisation that districts scoring high in HDI also have high percentage of scholarship recipients is not true. There are some districts like Gulbarga which have average HDI score but draw high percentage of recipients. Responding to the anomaly of fees differing even within a particular course, he said that it may be because scholarship amounts are given depending upon the category of seats. A public sector merit seat and a management quota seat in private college will have different fee structure. In conclusion, the discussant argued, the fact that females have a higher percentage in the number of scholarship recipients exhibits the emphasis of the Karnataka government on women empowerment.

Prof. V K Xavier too, identified a few deficits in the paper. He pointed out that most of the ratios used by the author are absolute ratios and asked him to convert them into relative ratios. He further said that if high HDI districts are also those which have high population then the inference of the author may go wrong. The distribution of scholarships would then be determined by population and not by the level of human development. Decisively, he said, the effectiveness of the post matric scholarship must be measured by the performance of the recipients and not just by the allocation and distribution of it. Those who are receiving scholarship must be asked to contribute to the development of the country later.

NATIONAL OVERSEAS SSCHOLARSHIP SCHEME

D. Jeevan Kumar*

One of the flagship schemes of the Directorate of Minorities under the Minority Welfare Department of the Government of Karnataka is the National Overseas Scholarship Scheme for Minorities of the State. This scheme provides financial assistance to Minority community students of Karnataka for pursuing higher studies abroad at the post-graduate, doctoral and post-doctoral levels. The scholarship now stands at Rs.20.00 lakh for each student, spread over a period of two years.

The scheme was introduced in the year 2011-12, with a budgetary allocation of Rs.1.00 crore. The scheme was inspired by a similar scheme of the Ministry of Social Justice and Empowerment of the Government of India that was introduced in 1998-99 for providing financial assistance to meritorious Scheduled Caste and Scheduled Tribe students for pursuing higher studies abroad in specified fields, to obtain Masters, doctoral and post-doctoral degrees in the fields of Engineering, Technology and Science.

The Directorate of Minorities of the Government of Karnataka, in its order dated 3rd May 2011, spelt out as many as 23 subjects for which selected candidates would be eligible to obtain the scholarship. It may be noted that most of these subjects are in non-conventional areas, which are not yet popular in Indian higher educational institutions. A list of these 23 subjects is given below:

- I am grateful to Shri C Charles Nelson for excellent research assistance.
- 1. Automation Robotics including Artificial Intelligence, Mechatronics and Manufacturing Technology;
- 2. Laser Technology;
- 3. Paper Technology;
- 4. Naval Architecture/Offshore Structures/Architecture in general;
- 5. Information Technology, including Computer Engineering, Software, Software Quality Assurance, Networking/Connectivity Engineering, Communication System under Hazardous or Post-Disaster Conditions, Multi-Media Communication;
- 6. Low Temperature Thermal Dynamics;
- 7. Optometry;
- 8. Art Restoration Technology;
- 9. Ceramic and Glass Technology;
- 10. Dock and Harbour Engineering;
- 11. Bio-Technology/Genetic Engineering;
- 12. Industrial Safety;
- 13. Petroleum Technology;
- 14. Aircraft/Space Engineering;
- 15. Imaging System Technology;
- 16. Graphic Engineering;
- 17. Composite Materials Engineering including Decentralized Solar Power Distribution, Energy Storage Engineering, Energy Conservation, Energy-Efficient Habitat Engineering;
- 18. Satellite or Remote Sensing;
- 19. Packaging Engineering/Technology;
- 20. Nuclear Engineering;
- 21. Medicine/Dental/Nursing/Para-Medical;
- 22. Business Administration/Management Studies; and
- 23. M.Phil./Ph.D. in any area in Applied Sciences, Basic Sciences, Cultural and Historical Studies.

As recently as May 2018, yet another innovative area was added as Addendum to the above list. Item No. 24 reads as follows:

- 24. Post-Graduation and Ph.D. in Islamic Banking and Finance (M.Sc. and Ph.D. in IBF); and UG and PG Courses in Wakf Research at the International Islamic University, Malaysia.

The Eligibility Conditions for scholarship aspirants are as follows:

1. Minimum Qualifications for all courses are First Class or 60% marks or equivalent grade.
2. Applicants must be below 38 years of age.
3. The total income from all sources of the candidate and his/her parents/guardians should not exceed Rs.4.00 lakh per annum.
4. Not more than one child of the same parent/guardian will be eligible for the scholarship. An individual can avail of the scholarship only once.
5. Applicants should have obtained admission in the foreign University, before applying for the scholarship.
6. The selected candidate is required to execute a bond, with two sureties, covering the amount of the scholarship.
7. The selected candidate shall not change the course of study or research for which the scholarship has been sanctioned.
8. The scholarship awardee shall submit half-yearly progress reports through the University to the Directorate of Minority Welfare.
9. The academic progress of the awardee will be subjected to regular review by the Directorate.
10. Unsatisfactory or adverse progress reports will result in discontinuation of the scholarship.

A Selection Committee headed by the Principal Secretary/Secretary of the Minority Welfare Department of the Government of Karnataka will select the awardees. Other members are the Secretary of the Finance Department, the Director of Technical Education, the Director of Information Technology and the Director of Medical Education of the Government of Karnataka. The Director of Minorities is the Member-Secretary of this committee.

The total value of the Overseas Scholarship for each student was initially Rs.5.00 lakh per annum for two years. This sum has since been revised to Rs.10.00 lakh per annum. This sum includes the cost of the air fare.

Table-1: Community-wise Details of Overseas Scholarship Awardees

Sl. No.	Year	Community-wise No. of Awardees					Total
		Muslim	Christian	Jain	Buddhist	Sikh	
1	2011-12	15	4	-	-	1	20
2	2012-13	29	7	-	-	-	36
3	2013-14	24	9	2	-	-	35
4	2014-15	52	16	20	-	-	88
5	2015-16	118	48	33	1	1	201
6	2016-17	92	44	21	2	2	161
7	2017-18	113	88	49	-	2	252

Table 1 gives community-wise details of the awardees of the National Overseas Scholarship, since inception in 2011-12 till 2017-18. While the number of awardees from the Muslim community is significant, those from the Christian and Jain communities are also steadily joining the ranks of the awardees. But a matter of concern is, the low number of awardees from the Buddhist and Sikh communities. The Parsis do not figure in the list, as they are not even applying for this scholarship. This matter needs investigation.

Table-2: Total Amount Sanctioned under the Overseas Scholarship Scheme

Sl. No.	Year	No. of Awardees	Total Amount Sanctioned
1	2011-12	20	Rs. 97,68,000
2	2012-13	36	Rs.1,74,68,000
3	2013-14	35	Rs.1,73,00,000
4	2014-15	88	Rs.4,33,55,000
5	2015-16	201	Rs.15,97,95,000
6	2016-17	161	Rs.24,74,32,326
7	2017-18	252	Rs.22,17,25,164

Table 2 gives details of the total expenditure incurred by the Directorate of Minorities, year-wise, since inception of the National Overseas Scholarship Scheme in 2011-12 till 2017-18. It is clear that there is an exponential growth in the scheme, both in terms of the number of awardees and in the total amount being spent on the scheme. The initial amount budgeted under the scheme, at inception was Rs.1.00 crore. The figure has now crossed Rs.22.00 crore, and is showing an upward trend. Clearly, awareness of the scheme is steadily increasing among the Minorities, especially among Muslims, Christian and Jains.

Inquiries about the places where the awardees hail from also reveal that they are spread over practically all districts of Karnataka. Statistics collected for the year 2017-18 indicate that awardees hailed from the following districts:

1. Bangalore;
2. Hassan;
3. Belgaum;
4. Mysore;
5. Gulbarga;
6. Bellary;
7. Tumkur;
8. Dharwad;
9. Chitradurga;
10. Dakshin Kannada;
11. 77Uttara Kannada;
12. Chickmagalur;
13. Udipi;
14. Davangere;
15. Ramanagaram;
16. Vijayapura;
17. Bagalkot;
18. Koppal;
19. Bidar;
20. Chickballapur;
21. Shivamogga;
22. Kodagu;
23. Raichur;
24. Gadag;
25. Mandya; and
26. Haveri.

Further inquiries about the destination of the awardees to pursue their higher studies reveal that they are spread across the globe and continents. Figures collected for the year 2017-18 reveal that the awardees of the National Overseas Scholarship are currently located in the following countries:

1. USA;
2. France;
3. Singapore;
4. Malaysia;
5. Canada;
6. Belgium;
7. Germany;
8. Ireland;
9. United Kingdom;
10. Australia;
11. United Arab Emirates;
12. Spain;
13. Sweden;
14. Netherlands;
15. Taiwan;
16. Russia;
17. Philippines;
18. Italy;
19. Korea; and
20. New Zealand.

This is also a healthy and positive development. Applicants among the leading Minority communities are obviously choosing different countries for pursuing their higher studies, based upon the reputation and ranking of the higher educational institutions, and their subsequent career prospects.

While the above statistics were collected from the office of the Directorate of Minorities of the Government of Karnataka, it was felt that a Focused Group Discussion with the parents of some of the awardees of the National Overseas Scholarship would reveal other details pertaining to the administration of the scheme and the experiences of the applicants in applying for a scholarship and finally being awarded one. An informal discussion at Tumkur with one parent was an eye-opener in many ways. While the merits of the scheme were highlighted and appreciated, it is clear that the applicants/awardees are not very happy with some aspects. Several suggestions were made for streamlining the scheme and ensuring that the awardees do not undergo unnecessary hurdles and hardships.

Suggestions for the Consideration of the Directorate of Minorities

1. Overall Career Guidance and Counselling

The Directorate should organize a 2-day workshop/seminar to provide information about its various schemes and to offer career guidance and information to interested Minority students. This would go a long way in attracting the attention of bright, young talented Minorities who are not quite aware about which courses to pursue for their higher education, and the nature of scholarships that are available.

2. Wider Publicity

Wider publicity needs to be given to the National Overseas Scholarship Scheme. At present, students come to know about it from the Directorate website and advertisements in newspapers. In addition to these channels, the scheme could be publicized in the website of the Government of Karnataka as well as other department websites. Brochures could be sent to all colleges and universities in the State, in particular to professional and technical institutions, to District, Taluk and Village-level libraries and to the office of the Deputy Commissioners of all the districts. Short clips on TV and cinema theatres could be shown. Additionally, FM radio and the social media could also be utilized.

3. Simpler Selection Procedures

The current procedure begins with the submission of an on-line application by the aspirant, and ends with a counselling process. This could be simplified. Three suggestions are made here:

- (a) A filled-up Model Application form can be posted on the Directorate website.
- (b) Guidelines could be given on where some of the stipulated documents to be submitted, could be obtained.
- (c) Aspirants find the selection process very bureaucratic. There is a need to make the scheme more student-friendly and look at things from the Target Group perspective.

4. Inclusion of More Courses

Although the current list is fairly exhaustive, there is a need to expand the list to include more courses in new and emerging areas of Science and Technology.

5. Inadequacy of Scholarship Amount

A major problem with the Scheme is that the amount sanctioned (Rs.20 lakh spread over two years) is grossly inadequate. The selected candidate needs to spend about twice this amount on fees and other essentials. As a result, only the well-to-do sections from the middle and upper middle class Minority families are able to benefit from the scheme. Families with property are forced to mortgage them, to meet the deficit. The result is that a substantial number of poor meritorious Minority students are excluded from the ambit of the scheme.

6. Tie-Up with the Karnataka Minority Development Corporation

To overcome the problem of Overseas Scholarship awardees running from pillar to post to make up the deficit between the scholarship amount and the actual amount needed, the Directorate could explore the possibility of a tie-up with the Karnataka Minority Development Corporation, where the total course expenditure plus living expenditure, minus the scholarship amount, could be met by the Corporation, without insisting on mortgage of property or security. This could be done by the Corporation by extending its current Fee Reimbursement scheme to the Overseas Scholarship scheme students too. If the Directorate of Minorities could offer this scheme as a Single Window package, through this tie-up with the Corporation, it would be a huge value-addition to the scheme.

7. Enhanced Scholarship

The Directorate should consider enhancing the amount of the scholarship from the current figure of Rs.20.00 lakh to Rs.35.00 – Rs.40.00 lakh, which is what each overseas student currently spends on pursuing a technical course in a reputed foreign university. Another suggestion made is that the first instalment should necessarily be greater than the second instalment, since the initial expenditure is considerable, and poses a heavier burden on the student, than the second year's expenditure.

8. Extension of the Scheme to Teachers

The scheme is currently applicable only to students, and not teachers. But the large number of teachers working on contract basis, drawing small salaries, would also benefit immensely by pursuing doctoral or post-doctoral degrees in foreign universities, and thereby improve their career prospects.

9. Post-Scholarship Follow-up

The Directorate should maintain a data-base of the students who have successfully completed their respective courses and be in touch with them for the following reasons:

- (a) To get a feedback about their experience and to take corrective steps in the implementation of the scheme.
- (b) To track their subsequent career and professional paths.
- (c) And to utilize their good offices to strengthen their respective communities.

10. Addressing the Issue of the 'Missing Minorities'

- (a) As Table-1 reveals, while the number of awardees from the Muslim community is significant, those from the Christian and Jain communities are also steadily joining the ranks of the awardees. But a matter of concern is the low number of awardees from the Buddhist and Sikh communities. The Parsis do not figure in the list, as they are not even applying for this scholarship. This matter needs investigation.
- (b) Another problem is the opposition by parents of girl children to their applying for such scholarships, which is reflected in the lower number of girls securing this scholarship as compared to boys. This calls for providing awareness to the parents and inculcating positive attitudes in them.

Critical Questions

The findings of a preliminary study of this kind raise several questions:

- Are the objectives of the scheme being fulfilled, to the mutual satisfaction of all stakeholders?
- Does an exponential increase in the budget of the scheme, and in the number of awardees, qualify for the scheme to be labelled a 'flagship' scheme of the Directorate of Minorities?
- Are all Minorities who come under the umbrella of the Directorate benefiting under the scheme, or is there is a preponderance in favour of one or two sections?
- What could be the reasons behind the 'Missing Minorities' in schemes of this kind?
- Does the Directorate have a system of eliciting a feedback from the awardees of the scheme, as well as other stakeholders, so as to streamline it?
- Does the Directorate maintain a data base of awardees who have successfully completed their respective courses, so as to track their career paths and perhaps utilize their services in other ways?

DISCUSSION

Rapporteur : Mr Azher Khan

The presentation of the paper was followed by an extremely useful discussion, where the Discussant, Dr. V. Anil Kumar of the Institute for Social and Economic Change, Bengaluru, and some others present, made valuable contributions:

- Dr. Anil Kumar raised the issue of 'affordability' of overseas higher education, especially in technical subjects, which leads one to the inescapable conclusion that only the elite sections of Minority communities are the ones who are able to benefit from such schemes. Should such schemes be cornered by such elites, or should the scheme seek out talented youngsters from economically weaker sections of the Minorities?
- He also raised the issue of why there are very few scholarships available to the Minorities to pursue higher education in reputed institutions within the country, like the Indian Institutes of Technology or the Indian Institutes of Management?
- A third point made by the Discussant was the need to compare the figures of the total number of Minorities graduating from Higher Educational Institutions in the State, with the number of beneficiaries of such schemes, so as to gain an understanding of the magnitude of the problem and the huge task before the Directorate of Minorities in addressing the educational deficit among the Minorities.

Mr. Baljeet Singh raised several pertinent issues relating to the scheme:

- Why, for instance, is the scheme not applicable to short-term courses of one year duration?
- Why is the scheme heavily biased in favour of the Physical Sciences? Should it not be extended to areas in the other sciences?
- Why are the eligibility conditions so rigid?
- The extension of the scheme to include Islamic Banking may have to be reconsidered, given the reality that it has no takers today.
- Why is the scheme restricted to only one child per family?

- Is there not a case for increasing the quantum of the scholarship, or failing which, to link the scheme with that of the Minority Development Corporation so as to ease the financial burden on the families of those who are selected?

Mr. Shereyar Vakil, commenting on the absence of Parsee awardees clarified that this is due to the presence of a large number of Trusts and funding societies which sponsor Parsee students for higher studies abroad. Further, there are organisations among Parsees which conduct career counselling and guidance by providing relevant and useful information regarding avenues, opportunities, and job prospects.

Mr. P. G. Doddamanis suggested that the existing family income limit of Rupees Six Lakh needs to be revised to Rupees Ten lakh. Further he suggested that this scheme can be linked up with the Karnataka State Minority Development Corporation for assisting the overseas scholarship students by way of covering their tuition fee etc. Dr. Indrajit Bairagya was of the view that the eligibility conditions of this scheme helps only the middle class sections and not the poorer sections of the minority communities. Dr. R. G. Desai cautioned that the enhanced allocation of funds for this scheme should not affect the pre and post-matric scholarships and the State Ph D Fellowship programmes.

A CRITICAL STUDY OF THE SCHEME OF DOCTORAL STUDIES FOR MINORITIES IN KARNATAKA UNIVERSITIES

Prof Abdul Aziz*

INTRODUCTION

In Karnataka, as in India as a whole, higher education is growing at a rapid rate. But minorities were lagging behind other communities as far as higher education is concerned. Particularly, the presence of girl students in doctoral studies has been very thin which was due to the fact that the parents were more interested in marrying them off rather than allowing them to continue in higher education streams. Secondly, doctoral work involves field visits which cause them to be away from home and family.

Perceiving the above problems of the minority community boys and girls, the Department of Minority Welfare, Government of Karnataka, has formulated a scheme for supporting the students who are willing to execute doctoral studies by providing to them fellowships and financial support for carrying out field-work. This initiative taken by the Department has encouraged a large number of boys and girls to opt for higher education beyond their Master's Degree Courses. The purpose of this brief paper is to critically examine the manner in which this scheme is being implemented.

PROFILE OF THE BENEFICIARIES OF THE SCHEME

Students Covered

As can be seen from Table 1, as many as 151 boys and girls so far have availed of the Fellowships offered by the Department of Minority Welfare for executing their studies at M Phil and Ph D levels. A happy development is that as many as 64 girls (42.4%) have joined the doctoral programme which otherwise could not have been expected from the minority communities, especially Muslims in whose case there is some kind of a hesitation to send girls for higher studies. The availability of Fellowships of an attractive amount of Rs.25,000 per month along with a contingency allowance of Rs.10,000 per annum seems to have incentivised the girls to come forward to take advantage of this facility. However, at this stage it may be necessary to mention that a significant number of these girls are married and have a child or two by marriage. The solace is the fact that the parents-in-law and the husbands have allowed these girls to pursue doctoral work even after marriage.

Table 1: Distribution of the Minority Welfare Department Funded Research Scholars by Discipline and Gender

Sl. No.	Discipline	No. of Research Scholars		
		Total	Male	Female
1.	Social Sciences: History, Economics, Political Science and Sociology	19	13	6
2.	Professional Sciences: Law, Commerce, Management, Social Work, Education and Psychology	37	22	15
3.	Physical Sciences and Technology: Physics, Chemistry, Engineering and related Disciplines	44	26	18
4.	Natural Sciences and Biotechnology including Medicine and related Sciences	33	16	17
5.	Languages including Kannada, English, Urdu and Persian, Hindi and Translation Studies	18	10	8
	Total	151	87	64

Source: Tabulated from the Files of the Department of Minority Welfare, Government of Karnataka.

* The author gratefully acknowledges research assistance from Mr C Charles Nelson.

From this table certain other interesting points emerge. One is that out of 151 scholars, only 37 (24.5%) have opted for social sciences and languages. A majority of them have got into professional sciences (37), physical sciences and technology (44) and natural sciences and bio-technology (33). In all, 114 scholars have got into professional, physical and natural sciences which works out to 75.5%. It is difficult to say whether this trend is a happy development but considering the fact that these courses have national and international markets, the choice of the students in respect of these courses appears to be somewhat rational.

The Department source, apart from giving the distribution of research scholars by gender, also provides information about their distribution across various universities in Karnataka and also by the disciplines they are studying in. Thus, the research scholars are affiliated to 15 State Universities*, one Central University** and 8 private Universities***. One of the students found to be from Periyar University in Tamil Nadu.

Table 2 which presents distribution of students by religion, sex and University affiliation shows that the students are concentrated in five Universities viz., Bangalore, Mysore, Karnatak, Mangalore, and Visveswaraya Technological University (Belagavi). Secondly, as many as 118 out of 151 students hail from the Muslim community (78%). This is followed by 16 Christians, 15 Jains, 2 Buddhists and none from Sikh and Parsee communities. When it comes to the question of distribution by gender, the ratio between males and females is: 60.5 : 39.5. Among Muslims this ratio is

* Universities of Tumkur, Karnataka, Rani Chennamma, Mysore, Mangalore, Bangalore, Vijayanagar Sri Krishnadevaraya, Visveswaraya Technological, Karnataka State Women, Gulbarga, Kuvempu, Rajeev Gandhi, University of Agricultural Sciences and University of Horticultural Sciences, Kannada University.

** Central University of Karnataka, Gulbarga.

*** Christ University, Reva University, Jain University, Manipal University, Srinivas University, Mangalore, Nitte University, JSS University and Yenepoya University.

TABLE 2: DISTRIBUTION OF THE RESEARCH SCHOLARS BY RELIGION, SEX AND UNIVERSITY AFFILIATION, 2016-17 and 2017-18

Sl. No.	Name of the University	Location	Muslims			Christians			Jains			Buddhist			Grand Total		
			M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1.	Kannada University	Hampi, Bellary	2	2	4	-	-	-	-	-	-	-	-	-	2	2	4
2.	Ranni Chenna University	Belagavi	2	2	4	-	-	-	1	2	3	-	-	-	3	4	7
3.	University of Agricultural Sciences	Dharwad	-	1	1	-	-	-	-	-	-	-	-	-	-	1	1
4.	Karnataka State Women's University	Vijayapura	-	3	3	-	-	-	-	-	-	-	-	-	-	3	3
5.	Gulbarga University	Gulbarga	2	1	3	-	-	-	-	-	-	-	-	-	2	1	3
6.	Bangalore University	Bangalore	16	7	23	-	-	-	-	-	-	-	-	-	16	7	23
7.	University of Mysore	Mysore	3	9	12	1	1	2	-	-	-	1	1	2	5	11	16
8.	Kuvempu University	Shimoga	-	2	2	2	-	2	-	-	-	-	-	-	2	2	4
9.	Tumkur University	Tumkur	1	-	1	-	-	-	-	1	1	-	-	-	1	1	2
10.	Vijayanagara Sri Krishnadevaraya University	Bellary	6	-	6	-	-	-	-	-	-	-	-	-	6	-	6
11.	Periyar University	Salem, Tamil Nadu	1	-	1	-	-	-	-	-	-	-	-	-	1	-	1
12	Visveswaraya Technological University	Belagavi	8	4	12	-	1	1	1	-	1	-	-	-	9	5	14
13.	Visveswaraya Technological University	JSS Campus, Mysore	-	1	1	-	-	-	-	-	-	-	-	-	-	1	1
14.	Visveswaraya Technological University	Gulbarga	-	1	1	-	-	-	-	-	-	-	-	-	-	1	1
15.	Akkamahadevi Women's University	Vijayapura	-	2	2	-	-	-	-	-	-	-	-	-	-	2	2
16.	Mangalore University	Mangalore	7	1	8	1	-	1	2	-	2	-	-	-	10	1	11
17	Karnatak University	Dharwad	8	3	11	1	-	1	3	1	4	-	-	-	12	4	16
18.	Nitte University	Mangalore	-	-	-	-	1	1	-	-	-	-	-	-	-	1	1
19.	Christ University	Bangalore	-	3	3	-	1	1	-	-	-	-	-	-	-	4	4

20.	Manipal University	Manipal	-	-	-	2	2	4	-	-	-	-	-	-	-	-	-	2	2	4
21.	Srinivas University	Mangalore	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
22.	Reva University	Bangalore	1	1	2	-	2	2	-	1	1	1	-	-	-	-	-	1	4	5
23.	GKVK, UAS	Bangalore	3	-	3	-	-	-	1	-	1	-	-	-	-	-	-	4	-	4
24.	Central University of Karnataka	Gulbarga	1	2	3	-	-	-	-	-	-	-	-	-	-	-	-	1	2	3
25.	University of Horticultural Sciences	Bagalkot	2	-	2	-	-	-	1	-	1	-	-	-	-	-	-	3	-	3
26.	Yenopoya University	Mangalore	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	1	1
27.	University of Horticultural Sciences	Shimoga	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
28.	University of Agricultural Sciences	Raichur	2	1	3	-	-	-	-	1	1	-	-	-	-	-	-	2	2	4
29.	Jain University	Bangalore	2	1	3	-	-	-	-	-	-	-	-	-	-	-	-	2	1	3
30.	JSS University	Mysore	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
31.	Rajiv Gandhi Health University	Bangalore	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
	Total		69	49	118	7	9	16	9	6	15	1	1	2	86	65	151			

Note: M = Male F = Female T = Total

Source: Department of Minority Welfare, Government of Karnataka.

58.5 : 41.5. Among Christians it is 43.7 : 56.3 and among Jains and Buddhists the ratio is 60 : 40 and 60 : 50 respectively. Compared to the overall ratio, there are more girls among Christians and equal number of boys and girls among Buddhists. Among Muslims and Jains more boys are into the Ph D streams.

Another interesting point to note here is the range of topics chosen for Doctoral Degree by the Research Scholars. Since it will be physically not possible to list out all these topics in this paper due to lack of space, we may just present a few titles of the research topics selected by the doctoral students by way of illustration. These illustrative topics are presented in Box 1.

Table 3 which presents distribution of Research Scholars by district and by rural-urban location bring out the following interesting points. In the first place, the scholars are unevenly distributed across districts. The uneven distribution is visible first from the fact that districts like Bidar, Chikmagalur, Chitradurga, Chamarajanagar, Chikkaballapur, Davangere, Gadag, Hassan, Haveri, Kodagu, Kolar, Koppal, Mandya, Ramanagara and Uttara Kannada come out blank as far as the scholarship awardees is concerned. Besides, of the remaining districts which have presence of the awardees, the awardees are concentrated in Bangalore Rural and Urban (40), Belgaum (21), Bellary (11), Mysore (18). Incidentally these are districts where Universities are located.

Table 3 also brings out an interesting point as far as rural-urban distribution of the awardees. It may be noted that out of 151 awardees, 85 come from rural areas (56%) and 66 from urban areas. The preponderance of rural area-based research scholars can be seen both during 2016-17 and 2017-18. Thus, in the case of former the distribution between rural and urban areas is 34 and 23 respectively. Similarly, in the latest year of 2017-18 these figures are respectively 51 and 43. Both of which add up to 151 as of today and bring out rural count as 85 and urban count as 66.

BOX I

1. Social Sciences:

Historical Study of Muslim Community during Vijayanagara period; Feminisation of Agriculture; Recent Debates on Sharia Fatwa in Indian law; Bidai Scheme; Religious Coping and Forgiveness.

2. Professional Courses:

Entrepreneurial Orientation and Performance of Christian Entrepreneurs; Investors' Investment Sentiment Towards Indian Stock Market; Educational Achievement of Socially Backward Communities; Study of the Rights of LGBT Communities; Public Library as a Motivator in the use of e-governance services; Study pertaining to Spectral Geometry Problems.

3. Physical Sciences:

Spectroscopic Studies of Pure and Doped TiO₂ NANO materials; Synthesis Characterisation on NANO particles; Evaluation of Crude Extracts and Purified Compounds of Foramina Chlorate for its Medicinal Properties; Study on Development of Sheep-milk powder and its storage; Study of Retina in Visual Disorder patients leading to permanent loss of vision; Cloud Security Solution of Wireless Sensor Networks; Analysis of Sustainable Water Supply and Optimal Operation of Water Distribution System.

4. Natural Sciences:

Phyto Chemistry: A Pharmacological Study on Some Medicinal Plants; Radio Therapy in Cancer Treatment; Evaluation of Synthetic Compounds and their Biological Activities; Study of Bio-chemical extracts of Sea-weeds Around Karwar Regions; Seasonal Variations in *Drosophila Melangaster* in Different Parts of Karnataka; Evaluation of Conservation Agriculture under Organic Farming Practices; Diversity of Solitary Bees in Western Ghats of India; Molecular Mechanisms involved in Ameliorating the Effects of *Tylophoras Indica*.

5. Languages:

Theoretical Strands of Contemporary Kannada Poetry; An Evaluative Study of Kannada and Urdu Literature; Evil in Harry Potter Text; Urdu Literature in Hyderabad-Karnataka Region; Various Dimensions of Manzoor Abteshans Story Literature; Muslim Society as Depicted in Fakeer Mohamad's Novels.

Table 3: District-wise and Rural and Urban-wise Distribution of Research Scholars during the years 2016-17 and 2017-18

Sl.No.	District	2016-17			2017-18			Grand Total		
		Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
1.	Bangalore Rural and Urban	2	9	11	10	19	29	12	28	40
2.	Belgaum	7	1	8	9	4	13	16	5	21
3.	Bellary	6	-	6	4	1	5	10	1	11
4.	Bidar	-	-	-	-	-	-	-	-	-
5.	Vijayapura	-	4	4	-	1	1	-	5	5
6.	Bagalkote	-	-	-	2	1	3	2	1	3
7.	Chikmagalur	-	-	-	--	-	-	-	-	-
8.	Chitradurga	-	-	-	-	-	-	-	-	-
9.	Chamarajnagar	-	-	-	--	-	-	-	-	-
10.	Chikkaballapur	-	-	-	-	-	-	-	-	-
11.	Dakshina Kannada	3	-	3	7	3	10	10	3	13
12.	Dharwad	4	5	9	6	2	8	11	6	17
13.	Davangere		-	-	--	-	-	-	-	-
14.	Gulbarga	3	1	4	1	2	3	4	3	7
15.	Haveri	-	-	-	--	-	-	-	-	-
16.	Kodagu	-	-	-	-	-	-	-	-	-
17.	Kolar	-	-	-	--	-	-	-	-	-
18.	Koppal	-	-	-	-	-	-	-	-	-
19.	Mandya	-	-	-	--	-	-	-	-	-
20.	Mysore	5	3	8	3	7	10	8	10	18
21.	Raichur	-	-	-	4	-	4	4	-	4
22.	Ramanagar	-	-	-	--	-	-	-	-	-
23.	Shimoga	2	-	2	2	1	3	4	1	5
24.	Uttara Kannada									
25.	Tumkur	-	1	1	1	-	1	1	1	2
26.	Udupi	-	-	-	2	2	4	2	2	4
27.	Salem – TN*	1	-	1	-	-	-	1	-	1
	Total	34	23	57	51	43	94	85	66	151

CAPACITY BUILDING

The Department of Minority Welfare has not stopped at awarding fellowships to research students; it has gone beyond this by facilitating additional training for these scholars. As part of this, the Department had arranged a short (three-day) Research Methodology Course for them under the Chair on Religious Minorities in National Law School of India University (NLSIU), Bangalore during February-March 2018. The Chair felt that combining the research scholars coming from different disciplines and then training them in research process and research methodology would not be a good idea. For, research process and research methodology may

vary slightly from one discipline to the other. Therefore, the Chair grouped these research scholars into five categories viz., (i) Social Sciences comprising History, Economics, Political Science and Sociology; (ii) Professional Courses dealing with Law, Commerce, Management, Social-work, Education, Psychology; (iii) Physical Sciences and Technologies such as Physics, Chemistry, Engineering and related disciplines; (iv) Natural Sciences and Bio-Technology including Medicine and related sciences, and (v) Languages including Kannada, English, Urdu and Persian, Hindi, and Translation Studies.

The training course had focussed on two components – one being lectures on research process and research methodology in respect of each of these disciplines, and the other being presentations by the research scholars of their research proposal and research work done so far. In both the cases, experts in the field had been invited to handle the sessions. The first-day programme was meant to recapitulate the knowledge relating to research process and research methodology. The second and third day exercise was to critically look at the research proposals presented by the scholars and to provide them with appropriate advice as to how the research scholars could straighten up their proposals. The three-day programme seems to have helped them further to come to grips with their research work.

A word about the academic equipment of the Research Scholars may be necessary at this point. By and large, the quality of work presented by them appears to be reasonably good but two deficits were found in the case of some scholars:

- a. A small number of them could not give a good account of themselves either because they were casual in their approach or because they were not properly exposed to the business of articulating their research. It may also be because of lack of proper and adequate infrastructure at the place of their work, including timely course corrections, effort by the student, peer group interaction, reading habit and the like.
- b. Some of them were not adequately equipped in English language. Consequently, they could not properly express the ideas which they wanted to express. And that may be the reason for their poor performance in their presentation of research work.

The purpose of this paper is not so much to comment on the orientation programme which was handled by us but rather to appraise the relevance and usefulness of the scheme of research fellowships as also to identify problems in its implementation so that the Department of Minority Welfare may get inputs for improving its programme, especially the delivery system. As part of this, it is also proposed in the following to critically look at the implementation process, to identify constraints, if any, in the proper implementation, to capture the perception of the beneficiaries and thereby to make appropriate recommendations for improving the programme.

RELEVANCE OF THE PROGRAMME

The relevance of the Doctoral Studies programme arises from the fact that the students of minority communities have aspirations to execute higher studies especially in the area of research of their respective disciplines. It is true that opportunities for getting into the scheme of Doctoral studies in the Universities are available to them but coming, as they do, from economically humble background they would not afford to spend three to four long years after earning the Master's degree without getting any financial support. As a matter of fact, some of the minority community students have competed with others for obtaining Fellowships from various sources like UGC, ICSSR, ICAR and other Institutions. But quite a large number of the students from these communities could not make it to these Fellowships due to various reasons. It is in this context, the Department of Minority Welfare, perceived the need to bring more number of students from these communities into the stream of Doctoral Studies, and has formulated a programme of scholarships for this group of students.

As a matter of fact, this programme has been welcomed by many students and their parents on the ground that such a step by the Department of Minority Welfare is a move in the right direction of filling the gap between those who have made use of the general category Fellowships and those belonging to the minority group who could not. Our quick visits to the field for interviewing the beneficiaries also confirm this point. The beneficiaries interviewed, though small in number, replied to our inquiry that this programme by the

Department of Minority Welfare has come as a boon to them. They also went to the extent of saying that in the absence of this programme possibly they would not have got into Doctoral Studies Programme. This is a great tribute paid to the Department for its imaginative gesture.

IMPLEMENTATION OF THE PROGRAMME

Official Implementation Process:

The Official Implementation Process as stated in the document “Know about Minorities Schemes”, brought out by the Directorate of Minorities is as follows:

The programme implementation begins at the start of the academic year when the Department in its website and also in some select newspapers, calls up applications from eligible students who are interested in seeking Fellowships from the Minority Welfare Department for executing their Doctoral Studies in the University of their choice in Karnataka. The eligibility criteria for the Fellowship are the following:

- Annual income of parents/guardians should be less than Rs.2 lakh.
- The applicants should have scored at least 50% of marks at the Master’s degree level.
- 30% of the scholarships are reserved for girl students.
- Adhar Card Number is compulsory.

The following documents are to be submitted along with the application: Master Course Marks Card, Adhar Card, Income and Caste Certificates, Bank account copy, two copies of passport size photos and domicile certificate (any ID proof will do).

It is stipulated that the applications should be sent to the Department online.

Once the applications are received by the Department, at that level all the applications are verified to ascertain that the candidates are eligible for the award of Fellowship. It is not clear to us what criteria will be used for shortlisting the eligible candidates for the award of the Fellowship when all the above conditions are fulfilled. This problem arises when the number of applicants is more than the availability of Fellowships in which case whether the Department up scales the cut-off point.

The Fellowship amount normally is being transferred to the candidates’ bank account in three instalments.

As for monitoring the progress of the candidate, the Department insists on periodical submission of progress report. The Department supplies the format of the progress report to the candidates which the latter are expected to fill-up send back to the Department.

FIELD INSIGHTS ON THE IMPLEMENTATION PROCESS

Given that the above account describes the process of implementation, it is appropriate at this stage to capture the field-level implementation process. Quick visit to the field in Tumkur (including discussion with Bangalore University Research Scholars) and interview with the beneficiaries brings out the following profile of the actual implementation process.

In the first place, the issue is how did the candidates come to know about the availability of Scholarships. The beneficiaries stated that they came to know about the scholarships from the Department of Minority Welfare both through print media and word of mouth. It was stated that the department had put up advertisement in newspapers such as Times of India, Prajavani, Vijaya Karnataka and Salar which are in wide circulation in Karnataka. Besides, the Department had put up a website which is accessible to the students. Some of the students interviewed by us stated that they came to know about the Fellowships through word of mouth either by friends and relatives or by their teachers.

Besides, some well-meaning people and some NGOs like, for example, Millath and Al-Madath of Hubli made announcements in the Mosques. In Bangalore also such announcements were made by the Prayer-Leaders in

the Mosques located in Goripalya, Shamanna Garden, Bannerghatta and so on. Some persons with concern also pasted printed notices in the Mosques.

It is brought to our notice that earlier off-line applications were accepted by the Department. But now, that practice has been discontinued and the prospective candidates are expected to make applications through on-line. Our respondents stated that those who had smart phones and access to computers, they could send their applications on line but others who did not have such facilities had to do so by going to cyber café. This facility in such cases carries a price of Rs.100 upwards. This may be OK as far as the urbanites are concerned. But rural people who are largely illiterate and not familiar with modern technology face the real problem. It is true that this facility for such persons is available at the Taluk Headquarters in the Office of the Taluk Minority Welfare Department. But the distance and unfamiliar environment in the Office discourages some parents from filing applications on-line on behalf of their wards.

Some of the respondents expressed their difficulty in acquiring and filing Adhar Cards, Income and Caste Certificates and opening Bank Accounts in their residential villages where Banks are non-existent. One more difficulty that was brought to our notice was the need for maintaining a minimum balance in the Bank account. Besides, there is also some cost involved in obtaining the certificates stated above.

Coming to the University side issues, the two most important problems to which our attention was drawn by the respondents are: (a) The problem of non-availability of guides and (b) the problem of delayed "No-objection Certificates". Both of these problems act as hurdles to the Minority community students who desire to avail the benefit of Research Fellowships. The non-availability of guides is a general problem which affects every body. But it affects more the minority community students because for availing the Fellowship, it is a pre-condition to submit a no-objection certificate from the Registrar of the University. Secondly, the usual bureaucratic delay at the university administrative level to issue the no-objection certificate on time is another problem.

On the progress report, the complaint is that the format of the report changes from time to time putting the research scholars in to confusion. It was brought to our notice that the UGC scholars do not face this problem because the format of Progress Report does not change from time to time.

With regard to transfer of scholarship amount to the Bank account of the research scholars also has a problem. It is stated that the transfers are not regular. Quite often there is delay in remitting instalments. The research scholars referred to the fact that the third/last instalment always gets delayed. It is also brought to our notice that this delay arises mainly because of the delay caused by the State Government allocating budgetary resources to the Minority Welfare Department.

In respect of women scholars, the consensus was that the qualifying maximum age-limit should be relaxed – to be increased from 35 to 40 years. The reason stated is that most of the educated girls from minority community, for obvious reasons, get married at a higher age unlike the uneducated minority community girls. Naturally, they beget children at higher ages which compel them to stay back at home to take care of the infant and young children. In the process they lose some educationally productive years. To compensate for this loss of early opportunities, it is suggested that the age-limit in respect of prospective women candidates may be increased by 5 years.

A last point that emerged from our interviews was the following: The Research Scholars admitted that they went through their usual Course Work after getting the Fellowship and also a Research Methodology Course run by the University. But since the number of participants was so large that the resource persons could not give attention to individual research scholars, nor the research scholars had the opportunity to interact with the resource persons. In a way, the Research Methodology Course organised by the Chair on Religious Minorities, National Law School of India University filled this gap by giving opportunity to each one of the research scholars to make presentation of his/her research proposal/work report. Apart from getting an opportunity to speak, the research scholars obtained critical but helpful comments on their work.

DISCUSSION

Rapporteur: Babur Hussain

This paper seeks to critically examine the Karnataka Government's scheme of Doctoral Fellowships for minorities in Karnataka universities. It focuses on the manner in which this scheme is being implemented so as to identify the constraints and thereby make appropriate recommendations for improving the programme. The findings of the paper are 43 per cent of the awardees were girls, 24.5 per cent awardees were from social sciences and languages, and the remaining ones (75 per cent) are from professional courses. Most of the fellowships were availed by Muslim candidates (79 per cent), Christian (11 per cent) and Jain community (10 per cent). But Sikhs and Parsees had not taken the benefit from this scheme. The paper further throws light on the uneven distribution of scholarships in so far as most of the backward districts of the state showing no presence. However, an interesting finding is that majority of the awardees are from rural areas.

The field insights show that most of the students indeed had awareness of this scheme. Some of the problems faced by the applicants included excessive documentation needed to apply for this fellowship. These include Aadhar cards and income and caste certificates. They also needed to open a bank account to avail the benefit of the scheme. Other problems were non-availability of guides and delays in the issuance of "No-objection certificate" and remitting of instalments in time. The author recommended that there is need to simplify the procedure so that the scheme has maximum outreach.

Prof N Sivanna, who was the discussant, gave detailed comment on the paper such as the following:

- The paper is a blend of both policy and empirical aspect of the scheme of doctoral studies for the benefit of minority community young men and women.
- Providing fellowship is one way of motivating the students to take up higher education but equally important is to ensure that they excel in their work. And this calls for academic support measures like running research methodology courses, analysing the collected data from the field and preparing the final out-put. Unfortunately, many university students are deprived of such academic support.
- In this context, the Religious Minority Chair needs to be complimented for taking an initiative of organising a short-term Research Methodology Course for the students during February-March 2018. This has indeed helped them to come to grips with their research work.
- Although the quality of work presented by the students was reasonably good, a few deficits were noted such as: Some students could not give a good account of themselves, lack of proper and adequate infrastructure at the place of their work and lack of exposure to English language. Indeed, these are serious concerns and need to be addressed. The Department can organise special coaching classes to such students in English language and communication. The supervisors of the Ph D Fellows should take a lead in this regard.
- With regard to the selection process, the paper brings out a point that though the applications are received and verified by the Department, it is not clear what criteria are being used for shortlisting the eligible candidates for the award of the Fellowship. There is a need to constitute an 'expert committee' by the Department to scrutinise the applicant's research proposals in the interest of maintaining academic standards.
- With regard to monitoring the progress of the candidates, there is a need for constituting subject-based 'Doctoral Committees' because merely reporting the progress through specified progress report formats will only meet the formalities not the actual progress. At least once in a year the Doctoral Committee can meet to monitor the progress of the students.
- The paper brings out an interesting point with regard to access to information about the programmes and related issues like delays. There is a clear chasm between those who have access to online services and those who depend on off line services which in turn has created some discomfort among the latter

particularly to students belonging to rural areas. There is a feeling that there is need to give wide publicity and allow students to file their applications through off-line also. This responsibility can be decentralised creating 'Single Window Services' at the district and taluk levels.

- A serious concern related to capacity building and refresher courses offered by the universities is that although students do attend such programmes, hardly they receive any serious attention from the resource persons as there is practically no opportunity to interact with them. This is an important concern expressed by the students and this can be solved by organising special programmes like the one organised by the Minority Chair recently. The Department can take the support of the Chair in organising such programmes at least two times in a year and make it a regular event of the Chair.
- There is need for sequencing of the funding support in three stages: successful transition into the doctoral program; development of academic and professional competencies during the middle years and; successful doctoral completion during the final year.
- There is need for creating a conducive environment between the faculty and the students since faculty-student relationships are important in socializing doctoral students into their disciplines and professions developing students' academic competencies as well as preparing them for their professions.
- In addition, faculty-student relationships characterized by faculty availability, approachability, interest in developing students' academic and professional competence, and support and encouragement are important.
- The studies have indicated that peer group interactions primarily offer academic and with social support.
- But, interestingly, interactions and group dynamics among minority community students and their transition into doctoral programmes seem to be affected by their undergraduate educational backgrounds and graduate level school socialization process. This needs to be looked into by developing individual case studies.

Prof Sunil Nautiyal, Session Chairman, in his presidential remarks made two important observations. One, the contingency fund needs to be increased especially for meeting the expenses in respect of field-work. Two, the State Government perhaps needs to focus more on promoting social science research also.

APPENDIX I
ONE-DAY STATE LEVEL SEMINAR ON
EDUCATION PROMOTIONAL EFFORTS OF THE GOVERNMENT OF KARNATAKA IN RESPECT OF MINORITIES
Tuesday - 10th July 2018
Venue: International Conference Hall, National Law School of India University, Bangalore
PROGRAMME SCHEDULE

Sl No.	Time	Paper Title	Resource Person
1.	9.45 to 10.00 am	Inaugural Address	Prof Sony Pellissery
2.	10.00 – 11.15 am	Technical Session I: Infrastructure: Chairman: Discussants:	Prof Abdul Aziz and Mr Javid K Karangi Prof M Khajapeer Prof K Gayithri and Dr T S Somasekhar
3.	11.15 – 11.30 am	Tea Break	
4.	11.30 am – 12.45 pm	Technical Session II: School Education: Chairman: Discussant:	Dr V P Niranjanaradhya Mr Shereyar Vakil Mr Pradeep Ramavat
5.	12.45 – 1.45 pm	Lunch Break	
6.	1.45 – 3.00 pm	Technical Session III College Education Chairman: Discussants:	Dr Indrajit Bairagya Mr Baljeet Singh Dr R G Desai, and Prof V K Xavier
7.	3.00 – 3.15 pm	Tea Break	
8.	3.15 – 5.15 pm	Technical Session IV a. Doctoral Study in India b. Doctoral Study Abroad Chairman: Discussants:	Prof Abdul Aziz Prof Jeevan Kumar Prof Sunil Nautiyal Prof N Sivanna and Dr V Anil Kumar
9.	5.15 – 6.00 pm	Wrap-up Session: Rapporteur Reports 1. Azher Khan 2. Ms Ance Teresa Varghese 3. Ms Amrin Fakih 4. Mr Babur Hussain 5. M Deepak Mandal Vote of Thanks	Prof Abdul Aziz

Special Invitees: Mr P G Doddamani, Dr Sobin George, Dr I Maruthi, Dr Chandrappa, Dr S Umesh Chandra, Mr K Mahendra Jain, Mr Naseer Ahmed, Ms Bashria Jan Sarwari

APPENDIX II
LIST OF SEMINAR PARTICIPANTS

1. Prof M Khajapeer, former Vice Chancellor, Karnatak University, Dharwar
2. Prof K Gayithri, Institute for Social and Economic Change (ISEC), Bangalore.
3. Mr K Javid K Karangi, District Officer, Department of Minority Welfare, Tumkur
4. Prof Abdul Aziz, Chair Professor, Chair on Religious Minorities, National Law School of India University (NLSIU), Bangalore
5. Dr T S Somasekhar, NLSIU, Bangalore
6. Mr Shereyar Vakil, Prominent Parsee Community Member, Bangalore.
7. Dr V P Niranjanaiah, NLSIU, Bangalore
8. Mr Pradeep Ramavath, NLSIU, Bangalore
9. Dr Indrajit Bairagya, ISEC, Bangalore
10. Mr Baljeet Singh, Member, Karnataka State Minorities Commission, Bangalore
11. Dr R G Desai, former Professor, Bangalore University, Bangalore.
12. Prof V K Xavier, Jain University, Bangalore.
13. Prof Jeevan Kumar, former Professor, Bangalore University, Bangalore.
14. Prof Sunil Nautiyal, ISEC, Bangalore.
15. Prof N Sivanna former Professor, ISEC, Bangalore
16. Dr V Anil Kumar, ISEC, Bangalore
17. Mr G Doddamani, Vice President, Karnataka Jain Association, Bangalore
18. Dr Sobin George, ISEC, Bangalore
19. Dr I Maruthi, ISEC, Bangalore
20. Dr S Umesh Chandra, Principal, Govt First Grade College, Varthur
21. Dr Chandrappa, Government First Grade College, Varthur
22. Mr K Mahendra Jain, Member, Karnataka State Minorities Commission, Bangalore
23. Mr C Charles Nelson, NLSIU, Bangalore
24. Ms Bashria Jan Sarwari, St Joseph College, Bangalore
25. Mr Naseer Ahmed, Research Scholar, Bangalore University
26. Mr Azher Khar, Research Fellow, ISEC, Bangalore.
27. Ms Ance Teresa Varghese, Research Fellow, ISEC, Bangalore
28. Ms Amrin Fakih, Research Fellow, ISEC, Bangalore
29. Mr Babur Hussain, Research Fellow, ISEC, Bangalore
30. Mr Deepak Mandal, Research Fellow, ISEC, Bangalore



Minority Welfare Department
Directorate of Minorities



Notification for

◆ **MUSLIMS** ◆ **CHRISTIANS** ◆ **JAINS** ◆ **SIKHS** ◆ **BUDDHIST** ◆ **PARSIS**

Online applications

Are invited for Pre Matric -
1st Std to 10th Std
Fresh & Renewal

Document upload

Not required

Eligibility

1. 50% of marks in previous year exam.
2. Parents annual income ₹1 lakhs for Pre Matric
3. Aadhar number

Last date to apply

1. Pre Matric fresh & renewal

For detail instructions & Procedure visit our website :
<https://gokdom.kar.nic.in>

**Documents to be submitted
to School / BEO's Office**

1. Previous year Pass Marks Cards
2. Fee receipts
3. Income & Caste Certificate
4. Aadhar Card
5. Bank Account copy with IFSC code
6. Passport size 2 photos
7. Domicile Certificate (Any ID proof)

For details visit website :

<https://gokdom.kar.nic.in>

Contact :

District Minority Welfare Office



Minority Welfare Department
Directorate of Minorities

Post-Matric Scholarship

Merit cum Means
(Top Class)

Scholarship



Notification for

◆ **MUSLIMS** ◆ **CHRISTIANS** ◆ **JAINS** ◆ **SIKHS** ◆ **BUDDHIST** ◆ **PARSIS**

Online applications

Are invited for Post Matric & Merit cum means (Top Class)
For detail instructions & Procedure visit our website :

<https://gokdom.kar.nic.in>

Eligibility :

1. 50% of marks in previous year exam.
2. Parents annual income ₹2 lakhs for Post Matric ₹2.5 lakhs MCM
3. Aadhar number

Last date to apply

1. Post Matric - (XI & XII) PUC
2. Post Matric - Other Courses
3. Merit cum means (Top Class)

Document to be submitted to respective District Minority Office

1. Previous year Pass Marks Cards
2. Fee receipts
3. Income & Caste Certificate
4. Aadhar Card
5. Bank Account copy with IFSC code
6. Passport size 2 photos
7. Domicile Certificate (Any ID proof)

For details visit website :

<https://gokdom.kar.nic.in>

Contact :

District Minority Welfare Office



Minority Welfare Department
Directorate of Minorities



MUSLIMS

CHRISTIANS

JAINS

SIKHS

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National Overseas Scholarship

Karnataka is the
1st & only State in India
providing Scholarship
for **Foreign Studies**

₹ 20 lakhs for
two years,
Income limit
upto 6 lakhs

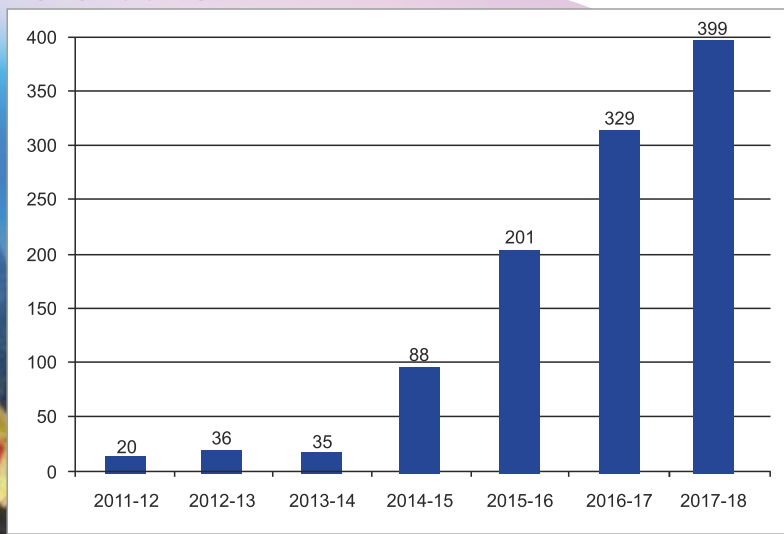
Providing better
opportunities for
**Higher Education
Abroad** and enhance
their employability

₹ 10 lakhs for
two years,
Income limit
upto 15 lakhs

To pursue studies
Abroad at Post Graduate,
M-Phil and Phd level for
selected courses in prestigious
Foreign Universities

Minimum **60%** of marks
at Graduate level are
eligible

Beneficiaries



For details visit website :

<https://gokdom.kar.nic.in>

Contact :

District Minority Welfare Office



Minority Welfare Department

Directorate of Minorities

MUSLIMS

CHRISTIANS

BUDDHISTS

JAINS

SIKHS

PARSIS



Fellowship for Ph.D and M.Phil

Applications

Are invited for Fellowship for
Ph.D and M.Phil Scholar

Website

<https://gokdom.kar.nic.in>

Stipend

1. ₹25,000 per month
2. ₹10,000 yearly
maintenance allowance
3. Ph.D 3 years period
4. M.Phil 2 years period

Eligibility :

1. Domicile of Karnataka
2. Recognised University
3. Parents annual income ₹6 lakhs
4. Age below 35 years
5. Shall not be a Government
Employee

For details visit website :

<https://gokdom.kar.nic.in>

Contact :

District Minority Welfare Office



Minority Welfare Department Directorate of Minorities

MUSLIMS

CHRISTIANS

JAINS

SIKHS

BUDDHISTS

PARSIS



SCHEME OF SHADI MAHAL / COMMUNITY HALLS

- To encourage and promote cultural activities, financial assistance will be given to registered Wakf Institutions for construction of Shadi Mahals / Community Halls.
- Rs.2 crores, at District Head Quarters, and up to Rs.1 crore in other places will be sanctioned.
- Wakf Institutions should have Managing Committee and land documents in its name.
- Deputy Commissioner will monitor construction of the Community Hall.

For details visit website :

<https://gokdom.kar.nic.in>

Contact :

District Minority Welfare Office



Minority Welfare Department

Pre-coaching for UPSC/KPSC *Congratulations !*

Successful Candidates Sponsored by
for UPSC & KPSC Prelims/Mains/ Mock Interview

Pre Coaching for UPSC/KPSC - 2017-18



Mr Gousoddin



Mr Mohammed
Nadeemuddin

Selected for All Indian Civil Service (IAS) - 2016



Mr Shaikh Tanveer Asif
25th Rank



Ms Jabeen Fathima
525 Rank

*"I cleared prelims because of
Minority Welfare Department*

Department of Minorities has been instrumental to my journey till here, and I am greatly indebted to the Department. Starting with scholarship for coaching to stipend for interview, the support is simply beyond expectation. I have had numerous encounters with aspirants from varied backgrounds and states, I must say that Karnataka is leaving no stone unturned in supporting underprivileged students; it is commendable."

- **Shaikh Tanveer Asif**
IAS - 25th Rank

Selected for Civil Judges- 2016



Mr Rafiq Ahmed



Ms Shemida K

Selected for State Civil Service (KAS) - 2016



Ms Ada Fathima
Assistant Commissioner



Ms Kaikashan
Assistant Commissioner



Ms Najam Ilyas
DYPSP



Mr Sameer M Mulla
Executive Officer-ZP



Mr Athik Pasha
Executive Officer-ZP



Mr Mohammed Azeem
Hafeez
AC Commercial Tax



Ms Nahida Zam Zam
Tahasilidar



Ms Shirin Taj
Tahasilidar



Ms Anjum Tabassum
Lushkari
Tahasilidar



Ms Shaikha Ahmed
Taluk Social Welfare Officer



Ms Jaffar Sharief N
Assistant Treasury Officer



Mr Khaja Khalilulla
Commercial Tax Officer

For details visit website :

<https://gokdom.kar.nic.in>

Contact :

District Minority Welfare Office

FREE

RESIDENTIAL EDUCATION



Minority Welfare Department Directorate of Minorities



School of Excellence

where your **Child's** life will **Change** forever!

1ST
OF ITS KIND
GOVT. SCHOOL IN INDIA
WITH URDU, MORAL
EDUCATION

129 **ENGLISH**
MEDIUM
RESIDENTIAL
SCHOOLS
& COLLEGES

FREE
EDUCATION
ACCOMMODATION, FOOD
BOOKS, LIBRARY,
STATIONERY, UNIFORM

SEPARATE
CAMPUSES
FOR BOYS & GIRLS
75% SEATS
RESERVED
FOR MINORITIES

50% seats
reserved
FOR GIRLS
FULLY SECURED
ENVIRONMENT

E-LEARNING
(SMART CLASS)
FACILITIES
WITH COMPUTER
EDUCATION & SPORTS

BEST
INFRASTRUCTURE
State-of-the-Art



BEST
TEACHERS
Passionate, Qualified
Dedicated & Caring



BEST
CURRICULUM
Intellectual, Spiritual
& Physical Growth



For details visit website :

<https://gokdom.kar.nic.in>

Contact :

District Minority Welfare Office

**FREE
ADMISSION**



**Minority Welfare Department
Directorate of Minorities**



Pre-Matric & Post-Matric Hostels for Minorities

314

**HOSTELS for
MUSLIMS
CHRISTIANS
JAINS
SIKHS
BUDDHIST
PARSIS**

67

**Pre Matric
Hostels**

237

**Post Matric
Hostels**

16500

**Students
Utilizing the
benefits**

**SEPARATE
HOSTELS
FOR BOYS & GIRLS**

75% **SEATS
RESERVED
FOR MINORITIES**

**SEPARATE &
FULLY SECURED
ENVIRONMENT
FOR GIRLS**

FREE

**FOOD
ACCOMMODATION
LIBRARY
BED & COTS**

**GOOD
INFRASTRUCTURE
State-of-the-Art
OWN BUILDINGS**



**GIRLS
HOSTELS
under CC Camera
surveillance**



**BEST
CURRICULUM
computer training &
spoken english**



For details visit website :

<https://gokdom.kar.nic.in>

Contact :

District Minority Welfare Office

**FREE
EDUCATION**



**Minority Welfare Department
Directorate of Minorities**



200 Moulana Azad Model School School of Excellence

where your **Child's life** will **Change forever!**

JAINS

SIKHS

PARSIS

MUSLIMS

CHRISTIANS

BUDDHISTS

- Admission to 6th Std
- English Medium Schools
- 60 Seats Available
- 75% Reserved for Minorities
- 50% Reserved for Girls
- Family income should not exceed Rs.1 lakh per annum

Facilities:

Mid-day meals, Uniforms,
Shoes & Socks, Belts,
Textbooks, Stationery,
Labs, Sports materials &
Libraries

For details visit website :

<https://gokdom.kar.nic.in>

Contact :

District Minority Welfare Office



Minority Welfare Department
Directorate of Minorities



JAINS

SIKHS

PARSIS

MUSLIMS

CHRISTIANS

BUDDHISTS

Hostels *for* Working Women

Opening at

- | | |
|--------------------|---------------|
| 1) Bengaluru South | 6) Kalaburagi |
| 2) Bangalore North | 7) Mangaluru |
| 3) Belgaum | 8) Mysuru |
| 4) Davanagere | 9) Shimoga |
| 5) Hubli & Dharwad | 10) Tumakuru |

SAFE
SECURED
AFFORDABLE

ACCOMMODATION
WITH GOOD ENVIRONMENT



State-of-the-Art
OWN BUILDINGS



CC Camera
surveillance

GOOD
INFRASTRUCTURE



For details visit website :

<https://gokdom.kar.nic.in>

Contact :

District Minority Welfare Office



Minority Welfare Department Directorate of Minorities

MUSLIMS

CHRISTIANS

JAINS

SIKHS

BUDDHISTS

PARSIS

Minimum Government Maximum e-Governance

**Online application
and
online payment (DBT)**

1st of its kind in India

- | | |
|----------------------------------|--|
| 1. Pre-Matric Scholarship | 7. Incentive for SSLC & PUC |
| 2. Post Matric Scholarship | 8. Bidaai Scheme |
| 3. Merit-Cum-Means Scholarship | 9. Pre-Coaching for Competitive Exams |
| 4. Fee-Reimbursement | 10. Fellowship for PhD and MPhil |
| 5. National Overseas Scholarship | 11. Incentive for IIT, IIM, NIT, AIIMS |
| 6. Study Kit | 12. Incentive for Journalism |

For details visit website :

<https://gokdom.kar.nic.in>

Contact :

District Minority Welfare Office



Minority Welfare Department

Directorate of Minorities

MUSLIMS

CHRISTIANS

JAINS

SIKHS

BUDDHISTS

PARSIS

Gain more knowledge Reach greater heights



Top class Scholarship and Incentive for IIT, IIIT, IIM, NIT, IISER, AIIMS, NLU Students

- Students studying in IIT, IIIT, IIM, NIT, IISER, AIIMS, NLU are eligible
- Annual family income of the student should be less than Rs.6 lakh
- Student must have cleared previous year examination without any backlog subjects
- Students should have a domicile of Karnataka
- One time incentive of Rs.2 lakh for full course duration
- Submit application along with required documents

For details visit website :

<https://gokdom.kar.nic.in>

Contact :

District Minority Welfare Office



Minority Welfare Department
Directorate of Minorities

MUSLIMS

CHRISTIANS

BUDDHISTS

JAINS

SIKHS

PARSIS

Dr. A.P.J. Abdul Kalam Leadership Training Programme



For details visit website : <https://gokdom.kar.nic.in> | Contact : District Minority Welfare Office



Minority Welfare Department
Directorate of Minorities

MUSLIMS

CHRISTIANS

BUDDHISTS

JAINS

SIKHS

PARSIS

Register Today

FREE
SKILL DEVELOPMENT TRAINING

GRAB THE GOLDEN OPPORTUNITY

- Come
- Enrol
- Get Trained
- Be Employed / Self-Employed
- Live the Life of Dignity
- Increase Productivity
- Lead the State Forward



Chief Minister's

Skill Development Programme

75,000 Minorities candidates will be trained

For further details log on to
www.kaushalkar.com

FEATURES OF KAUSHALYA KARNATAKA

- Web Portal for registration of candidates, VTPs & Employers
- Mobile App for registration of candidates
- Career Guidance
- Special Training Programmes
- Job Fairs
- Self-Employment - Encouragement for Entrepreneurship
- Opportunities Abroad



Download Mobile App Kaushalkar from Google PlayStore

Kaushalkar

YEAR-LONG REGISTRATION AT EMPLOYMENT EXCHANGES

FREE
Registration for Training

REGISTRATION CAMP AT EACH TALUK
Last Date 25-05-2017

For details visit website : <https://gokdom.kar.nic.in> | Contact : District Minority Welfare Office



Minority Welfare Department Directorate of Minorities

MUSLIMS

CHRISTIANS

JAINS

SIKHS

BUDDHISTS

PARSIS

Chief Minister's Minority Development Programme (CMMDP)

Development of Minorities Colonies

- The programme aims at improving the socio-economic conditions of the minorities by providing basic amenities to them, improving the quality of life and reducing imbalance in the identified minority concentrated areas.
- The programme will facilitate better roads, drainage, drinking water supply, streetlighting, etc. in the colonies / mohallas / areas dominated by the Minorities to create a healthy atmosphere.
- An allocation of Rs 400/- crore is provided in 2018-19 Budget.



For details visit website :

<https://gokdom.kar.nic.in>

Contact :

District Minority Welfare Office



Minority Welfare Department
Directorate of Minorities

Minorities Information Centres



- Information Centres established across the State to create awareness among Minority Communities regarding the schemes and programmes implemented by Minority Welfare Department.
- Information Centre at the Directorate of Minorities, Bengaluru.
- 30 District Level, 146 Taluk Level Information Centres working.



For details visit website :

<https://gokdom.kar.nic.in>

Contact :

District Minority Welfare Office



Minority Welfare Department

Directorate of Minorities

Emerging Department



Working strength of Directorate

Sl. No	Post	Group				Total
		A	B	C	D	
1	Directorate of Minorities	10	7	27	6	50
2	30 District Office	0	30	257	37	324
3	Taluk Extension Officer	0	71	0	0	71
4	304 Pre Matric/Post Matric Hostels	0	0	304	1216	1520
5	95 Morarji Desai Residential Schools	0	95	1235	953	2283
6	8 Minority Model Residential School	8	8	214	96	326
7	21 Morarji Desai PU Residential Colleges	21	187	42	149	399
8	05 Govt Muslim Residential School	0	5	65	35	105
9	10 Working Women Hostels	0	0	10	50	60
10	100 Moulana Azad Model School	0	100	600	0	700
11	Project Monitoring Unit (CMMDP)	0	1	12	0	13
Total		39	504	2766	2542	5851

For details visit website :

<https://gokdom.kar.nic.in>

Contact :

District Minority Welfare Office



Minority Welfare Department

Directorate of Minorities

MUSLIMS

CHRISTIANS

JAINS

SIKHS

BUDDHISTS

PARSIS

Incentive for Journalism Training

Print and Electronic Media



Eligibility

- Domicile of Karnataka
- Age between 18-40 years
- Must be a Graduate
- Family income limit Rs.6 lakhs

Incentives for

- 3 months course Rs.30,000/-
- 6 months course Rs.60,000/-
- 1 year course Rs.1,20,000/-
- Free one Laptop and Camera
- Those who are studying Journalism subjects at Degree and PG level are eligible for Post Matric Scholarships & Incentives during internship.

For details visit website :

<https://gokdom.kar.nic.in>

Contact :

District Minority Welfare Office



Minority Welfare Department

Directorate of Minorities

MUSLIMS

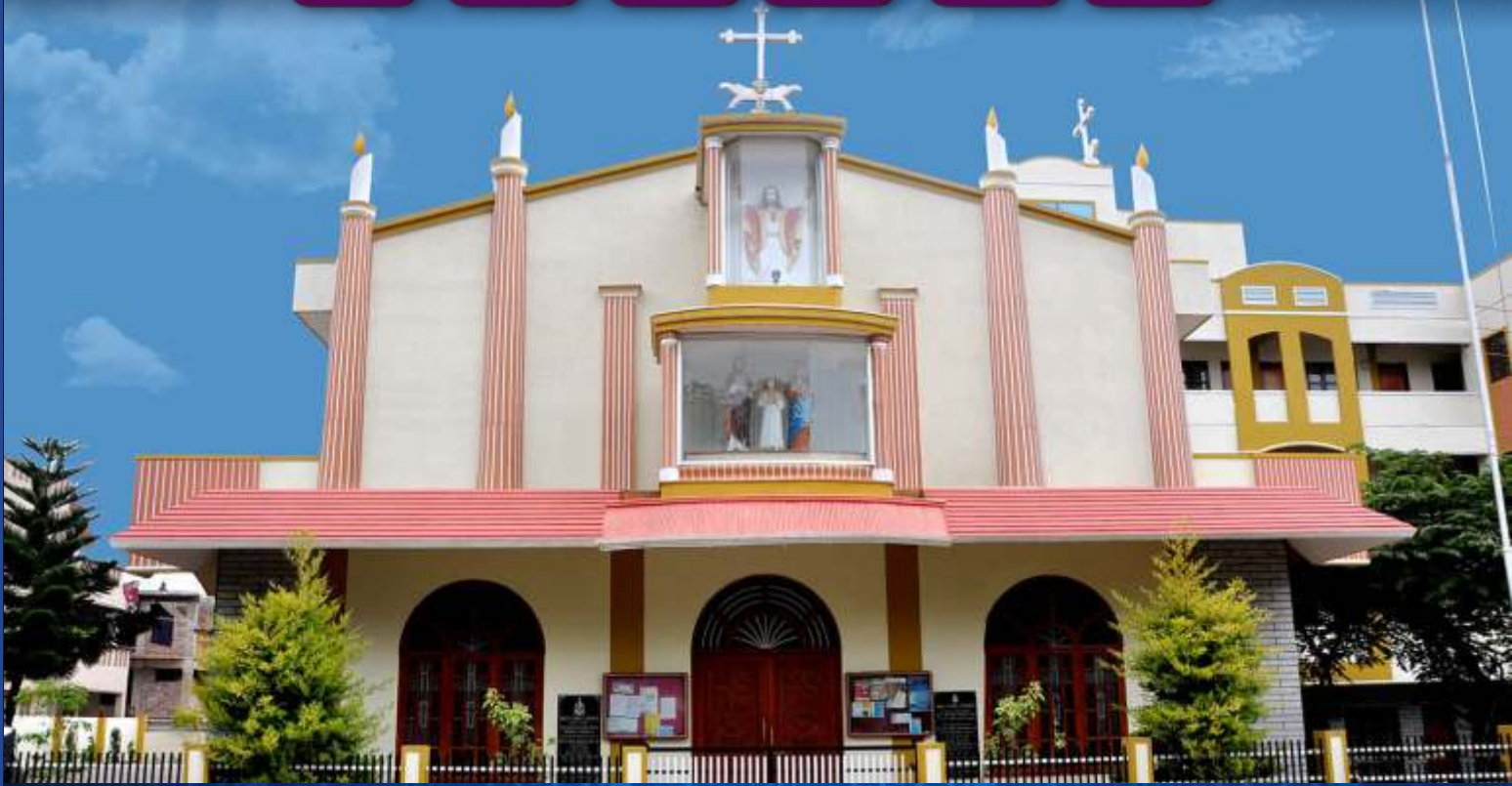
CHRISTIANS

JAINS

SIKHS

BUDDHISTS

PARSIS



Christian Development Programme

- Rs.175 crore grants.
- Christian Development Committee to manage.
- Financial Assistance to
 - Repairs and renovation of Churches
 - Community Hall
 - Burial ground compound
 - Orphanage & old age home
 - Pre-Matric
 - Post-Matric, MCM, Foreign Scholarship Schemes
 - Pre-coaching for competition exams
 - Skill development programme
 - Loan facility

For details visit website :

<https://gokdom.kar.nic.in>

Contact :

District Minority Welfare Office



Minority Welfare Department

Directorate of Minorities

(Minority Offices Complex)



Moulana Azad Bhavan will be constructed in Bangalore city (Seshadripuram & Millers Tank Bed Road) to accommodate all the Head Offices of Minority Welfare Department like Directorate of Minorities, KMDc, Minority Commission and Urdu Academy under one roof along with auditorium, Rs.20.00 crores is sanctioned by the Government. One each in all 30 Districts will be constructed.

For details visit website :

<https://gokdom.kar.nic.in>

Contact :

District Minority Welfare Office



Minority Welfare Department
Directorate of Minorities

Moulana Azad Bhavan

(Minority Offices Complex)



Proposed Moulana Azad Bhavan

Moulana Azad Bhavan will be constructed in Bangalore city (Seshadripuram & Millers Tank Bed Road) to accommodate all the Head Offices of Minority Welfare Department like Directorate of Minorities, KMDc, Minority Commission and Urdu Academy under one roof along with auditorium, Rs.20.00 crores is sanctioned by the Government. One each in all 30 Districts will be constructed.

For details visit website :

<https://gokdom.kar.nic.in>

Contact :

District Minority Welfare Office

Directorate of Minorities Officers & Staff with Director



“Minorities of India agreed to place their confidence in the hands of majorities. It is for the majorities to realise its duty not to discriminate against Minorities.”

- Dr. B. R. Ambedkar



Proposed Moulana Azad Bhavan

Akram Pasha, I.A.S.,
Director
Directorate of Minorities

Office of the Director
Directorate of Minorities

20th Floor, Vishweshwaraiah Tower,
Dr. B.R. Ambedkar Veedhi, Bengaluru-560001
Email: gokdom@gmail.com Website : <https://gokdom.kar.nic.in>