

**GOVERNMENT OF INDIA
HUMAN RESOURCE DEVELOPMENT
LOK SABHA**

STARRED QUESTION NO:25

ANSWERED ON:23.11.2011

DROPOUT RATE IN MINORITY COMMUNITIES

Maadam Shri Vikrambhai Arjanbhai;Viswanathan Shri P.

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

- (a) the enrolment and dropout rate of school students belonging to the minority communities in the primary and secondary stages during the last three years and the current year, State-wise and community-wise;
- (b) the reasons for the high drop out of students belonging to such communities;
- (c) the steps taken by the Government to improve this position;
- (d) whether the National Advisory Council had expressed concern over the absence of one-fourth of teachers in village schools and the high dropout especially among the minority and the poor; and
- (e) if so, the details thereof and the reaction of the Government thereto?

Answer

MINISTER OF THE STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI KAPIL SIBAL)

(a) to (e): A Statement is laid on the Table of the House.

STATEMENT REFERRED TO IN REPLY TO PART (a) TO (e) OF LOK SABHA STARRED QUESTION NO.25 TO BE ANSWERED ON 23.11.2011 ASKED BY SHRI P. VISWANATHAN; SHRI AHIR VIKRAMBHAI ARJANBHAI MAADAM REGARDING DROPOUT RATE IN MINORITY COMMUNITIES

(a) As per District Information System for Education (DISE) the enrolment share of Muslim children in the age group of 6-14 years has increased from 10.49% in 2007-08 to 13.48% in 2009-10 at the primary level, and from 8.4% in 2007-08 to 11.89% in 2009-10 at the upper primary level, as against Muslim population share of 13.43% as per census 2001. Enrollment data for Muslim children is being collected from 2007-08 only. Cohort drop out rate is based on five years enrollment data for the primary stage and eight years enrollment data for the upper primary stage of education. Therefore, dropout rate for Muslim children can be generated only when enrollment data for the requisite number of years is available. Enrolment data with respect to Muslim children at the secondary stage of education, and data on other minority communities for primary and secondary stage of education is not centrally maintained.

(b) The reasons for children dropping out are distance to school, social and cultural barriers to girls education, inadequate school infrastructure, teacher vacancy, teacher absenteeism and skewed teacher deployment, lack of community involvement in certain areas.

(c) Sarva Shiksha Abhiyan (SSA) is a national programme for achieving universal elementary education. All general interventions under SSA, including inter alia, opening of new schools, strengthening of school infrastructure, appointment of additional teachers, enrolment of out of school children, promotion of girls education, inclusive education for children with special needs, teacher grant and teacher training, free textbooks and uniforms, are applicable to minority children. SSA also provides support to children in Madarasas and Makhtabs, affiliated to State Madarsa Boards in the form of free textbooks, school grant, teacher grant, teacher training. Through enhanced budget allocation, closer targeting of districts with the most out of school children has been ensured.

The Government also implements two schemes, viz (i) Scheme of Promotion of Quality Education in Madarasas (SPQEM) to encourage traditional institutions to adopt modern curriculum and subjects, such as Science, Mathematics, Social Studies, Hindi and English, and (ii) Infrastructure Development of Minority Institutions (IDMI) to augment and strengthen school infrastructure in Minority Institutions. IDMI provides for strengthening educational infrastructures and physical facilities including: (a) additional classrooms, science/computer labs, library rooms toilets, drinking water facilities, (b) Hostel building for children, especially girls.

(d) & (e) National Advisory Council (NAC) has not formally communicated concern over teacher absence and high dropout rate of minority children.