

**GOVERNMENT OF INDIA  
MINORITY AFFAIRS  
LOK SABHA**

STARRED QUESTION NO:254  
ANSWERED ON:14.03.2013  
SOCIO ECONOMIC AND EDUCATIONAL STATUS OF MUSLIMS  
Haque Shri Sk. Saidul

**Will the Minister of MINORITY AFFAIRS be pleased to state:**

- (a) whether the socio-economic and educational status of the Muslim community is very low in the country;
- (b) if so, the details thereof along with the reasons therefor; and
- (c) the steps taken by the Government to address the issue?

**Answer**

MINISTER OF THE STATE IN THE MINISTRY OF MINORITY AFFAIRS (SHRI K.RAHMAN KHAN)

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

Statement referred to in reply to parts (a) to (c) of the Lok Sabha Starred Question No.254 to be answered on 14/3/2013 asked by Prof. Sk. SaidulHaque regarding Socio- Economic and Educational Status of Muslims

(a) & (b) A High Level Committee, constituted under the Chairmanship of Justice (Retired) Rajinder Sachar to gather data/information for preparation of a comprehensive report on the social, economic and educational status of the Muslim community of India, in its report has indicated that the Muslim community lags behind the mainstream in social, economic and educational sectors. Salient findings of the Committee are given in Annexure.

(c) Government has decided to implement the recommendations of the Sachar Committee by the concerned Ministries/Departments to address the socio-economic and educational conditions of Minorities including Muslims in the country. These recommendations mainly relate to the following sectors:

(i) Educational empowerment - Providing free and high quality education to children up to the age of 14, opening government schools in minority concentration areas, awarding scholarships, modernizing Madrasas, etc.

(ii) Access to credit – Promoting and enhancing access to minorities in Priority Sector Lending, open more branches in minority concentration areas, promote micro -finance among women etc.

(iii) Skill development – Opening ITIs and polytechnics to focus on high growth potential in the minority concentration areas.

(iv) Special area development initiatives - Villages/towns/habitations to be provided with basic amenities, good quality government schools, health facilities etc. for all poor including Muslims.

(v) Measures for affirmative action - Setting up of Equal Opportunity Commission (EOC), National Data Bank (NDB) and Assessment & Monitoring Authority (AMA),

(vi) Wakf issues - better utilization of wakf properties etc.

(vii) Miscellaneous matters

Besides, the Prime Minister's New 15 Point Programme for Welfare of Minorities which is under implementation since 2006, also addresses many concerns raised in the Sachar Committee Report.

ANNEXURE

Annexure referred to in reply to part (a) & (b) of the Lok Sabha Starred Question No.254 for reply on 14.03.2013 asked by Prof. Sk. SaidulHaque regarding Socio-Economic and Education Status of Muslims SALIENT FINDINGS OF THE SACHAR COMMITTEE

(I) Education:

(a) The literacy rate among Muslims was 59.1%, which was below the national average of 64.8%.

(b) The mean years of schooling (MYS) is lower compared to the average MYS for all children.

(c) 25% of Muslim children in the age of 6 " 14 year age group have either never attended school or have dropped out.

(d) The majority of Muslim girls and boys fail in their matriculation examination or drop out before that.

(e) Less than 4% of Muslims are graduates or diploma holders compared to about 7% of the population aged 20 years and above.

(f) There is a strong desire and enthusiasm for education among Muslim women and girls across the board.

(g) Schools beyond primary level are few in Muslim localities. Exclusive schools for girls are fewer.

(h) Lack of hostel facilities is a limiting factor, especially for girls.

(i) Muslim parents are not averse to modern or mainstream education and to sending their children to affordable Government schools. They do not necessarily prefer to send children to madaras. However, the access to government schools for Muslim children is limited.

(ii) Skill development

(a) Skill development initiatives for those who have not completed school education may be particularly relevant for some sections of Muslims given their occupational structure.

(b) The skill demands in the manufacturing and service sectors are changing continuously and youth with middle school education would meet these needs.

(c) A rehabilitation package for innovative re-skilling and for upgrading the occupational structure in the wake of liberalization is seen as an urgent need.

(iii) Employment and economic opportunities:

(a) Self-employment is the main source of income of Muslims. They are engaged more in self-employed manufacturing and trade activities compared to others.

(b) The share of Muslim workers engaged in street vending is the highest. More than 12 per cent of Muslim male workers are engaged in street vending as compared to the national average of less than 8 per cent.

(c) The percentage of women Muslim workers undertaking work within their own homes is much larger at 70 per cent compared to all workers at 51 per cent.

(d) The share of Muslims in the total workers engaged in the tobacco and textiles/garment related industries are quite significant.

(e) The share of Muslim workers in production related activities and transport equipment operation is much higher at 34%, as against 21% of all workers.

(f) More than 16 per cent of Muslims were engaged as sales workers, while the national average was only about 10 per cent.

(g) While the participation of Muslim workers is relatively higher in production and sales related occupations, their participation was relatively lower in professional, technical, clerical and to some extent managerial work.

(h) Muslims, by and large, are engaged in the unorganized sector of the economy and have to bear the brunt of liberalization.

(i) The participation of Muslims in regular salaried jobs is much less than workers of other socio-religious categories.

(j) Muslims are relatively more vulnerable in terms of conditions of work as their concentration in informal sector employment is higher and their job conditions, even among regular workers, are less for Muslims than those of other socio-religious communities.

(k) Percentage of households availing banking facilities is much lower in villages where the share of Muslim population is high.

(iv) Poverty and development

(a) About 38 % of Muslims in urban areas and 27 % in rural areas live below the poverty level.

(b) Muslims are concentrated in locations with poor infrastructure facilities. This affects their access to basic services like education, health facilities, transport, etc.

(c) About a third of small villages with high concentration of Muslims do not have any educational institutions.

(d) There is a scarcity of medical facilities in larger villages with a substantial Muslim concentration. About 40% of large villages with a substantial Muslim concentration do not have any medical facilities.

(e) Muslim concentration villages are not well served with pucca roads.

(f) Policies to deal with the relative deprivation of the Muslims in the country should sharply focus on inclusive development and mainstreaming of the community while respecting diversity.

(v) Social conditions

(a) A community-specific factor for low educational achievement is that Muslims do not see education as necessarily translating into formal employment.

(b) The Muslim population shows an increasingly better sex ratio compared with other socio-religious communities.

(c) Infant and childhood mortality among Muslims is slightly lower than the average.

(d) There has been a large decline in fertility in all the religious groups including Muslims.