An Evaluation and Impact Assessment of Free Coaching and Allied Scheme for the Candidates Belonging to Minority Communities in India

FINAL REPORT

Sponsored By

**Ministry of Minority Affairs
Government of India, New Delhi**

Submitted By

HIIT

Hi-Tech Institute of Information Technology

**H. No. 2/141 Vishal Khand, Gomti Nagar,Lucknow-226010
Telefax: 0522-2392940, Mob: 9452243881, 9451088730
E-mail: hiitindia@gmail.com
Web : www.hiitindia.org**

2014

CONTENT

List of Tables

Preface & Acknowledgement

Educational empowerment of the weaker sections has been the priority of government for their mainstreaming in development and governance. Scheduled Castes, Scheduled Tribes, OBCs and Minorities are included in the weaker sections of the society. In order to provide them due share in educational institutions and government services, reservations has been given to them besides introducing educational and economic empowerment programmes and schemes for their overall empowerment and development. Government of India under the Ministry of Social Justice and Empowerment, Ministry of Tribal Affairs and Ministry of Minority Affairs, has launched educational development schemes such as pre-metric scholarship, post-metric scholarship, top class education scheme, Rajiv Gandhi National Fellowship Scheme, Overseas Scholarship Scheme, Book Bank Scheme, Babu Jagjivan Ram Chhatravas Yojana, Coaching and Allied Services Scheme etc for the weaker sections including the students of Scheduled Castes, Scheduled Tribes, Minorities and OBCs. Coaching and Allied Services Scheme for the candidates belonging to minority communities has been launched by the Ministry of Minority Affairs Government of India for providing coaching and allied services for preparation of competitive examinations. The scheme has no doubt impacted on the educational empowerment of weaker sections students besides their overall preparation and success in competitive examinations however; constraints and drawbacks in effective implementation of the scheme are reported. In view of the above, the present study has been carried out to examine the functioning and performance of central sector scheme and suggesting a roadmap for effective functioning of the scheme and achieving desired results.

The study has been planned in seven chapters. Chapter 1st is introductory one which deals rationale, objectives and research methodology. Chapter 2nd is concerned with status of minorities in India. Chapter 3rd attempts to review the centrally sponsored scheme of coaching and allied services while Chapter 4th is concerned with performance of coaching institutions. Chapter 5th deals with the educational performance of faculty

members while Chapter 6th deals with participation of students in coaching and allied services scheme. Chapter 7th is concluding one which provides a brief account of major research findings and policy recommendations.

We are highly grateful to the concerned officials of Ministry of Minority Affairs, Government of India for entrusting the study to us by providing financial support. We are thankful to the officials of concerned state governments for extending all kind of support to the research team in survey of the selected coaching institutions in various districts. We place on record the sincere appreciation of the officials and administrative staff of the coaching institutions for allowing the survey of faculty members and enrolled students. They also extended all kind of support for availing the desired information and interaction of the old students.

Finally, the credit goes to Dr. A.K. Singh, Principal Research Consultant & Advisor, M/s Bharatiya Institute of Research & Development (BIRD), who assisted in drafting the report and giving it to the final shape. We are grateful to Shri H. N. Pandey, Chief Executive Officer, M/s Hi-Tech Institute of Information Technology (HIIT), who coordinated the Field Survey and Tabulation part of study. We would like to pay our sincere thanks to our research team who took entire pains for gatherings of data, literature, field survey, processing of data and analysis of research findings.

[Dr. Ratna Narayan Pandey]
Chairperson

List of State Coordinators

Name of State Coordinator	State
Dr. S.N. Bhattacharya, Assistant Professor, Department of Anthropology, Guwahati University, Diphu Campus, Diphu, Karbi	Mizoram
Dr. Jayant Choudhary, Associate Prof. , Center for Rural Studies and Management, Tripura University, Agartala	Manipur
Shri S.K. Sinha, Former Chief Town Country Planner, Patna.	Bihar
Prof. Bishwajeet Ghosh, Department of Sociology, Burdman University, Burdman	West Bengal
Prof. R.B.S. Verma, Director, Udaipur School of Social Work, Udaipur, Rajasthan	Rajasthan
Prof. G. R. Krishnamurty, Chairman, Board of Advisors, Anekant Institute of Management Studies (AIMS), Baramati, Pune	Maharashtra
Prof. S.C. Arora, Former Head, Department of Public Administration, M.D. University, Rohtak	Haryana
Prof. Falendra K Sudan, Deptt. of Economics, Jammu University, Jammu and Kashmir	Jammu & Kashmir
Dr. S. Vijay Kumar, Head Associate Professor, Department of Economics, Kakatiya Government (UG&PG) College, Hanamkonda, District-Warangal, Andhra Pradesh	Andhra Pradesh
Dr. I. Sundar, Associate Professor of Economics, Annamalai University, Tamil Nadu	Tamil Nadu
Dr. S.P. Singh, Associate Professor, Indian Institute of Forest Management, Bhopal	Madhya Pradesh
Dr. S.P. Pandey, Director, G.B. Pant Institute of Studies in Rural Development, Lucknow	Uttar Pradesh

An Evaluation & Impact Assessment of Free Coaching & Allied Schemes

Executive Summary

Educational empowerment of the weaker sections has been the priority of government for their mainstreaming in development and governance. Scheduled Castes, Scheduled Tribes, OBCs and Minorities are included in the weaker sections of the society. In order to provide them due share in educational institutions and government services, reservations has been given to them besides introducing educational and economic empowerment programmes and schemes for their overall empowerment and development. Government of India under the Ministry of Social Justice and Empowerment, Ministry of Tribal Affairs and Ministry of Minority Affairs, has launched educational development schemes such as pre-metric scholarship post-metric scholarship, top class education scheme, Rajiv Gandhi National Fellowship Scheme, Overseas Scholarship Scheme, Book Bank Scheme, Babu Jagjivan Ram Chhatravas Yojana, Coaching and Allied Services Scheme etc for the weaker sections including the students of Scheduled Castes, Scheduled Tribes, Minorities and OBCs. Coaching and Allied Services Scheme for the candidates belonging to minority communities has been launched by the Ministry of Minority Affairs Government of India for providing coaching and allied services for preparation of competitive examinations. The scheme has no doubt impacted on the educational empowerment of weaker sections students besides their overall preparation and success in competitive examinations however; constraints and drawbacks in effective implementation of the scheme are reported. In view of the above, the present study has been carried out to examine the functioning and performance of central sector scheme and suggesting a roadmap for effective functioning of the scheme and achieving desired results. The study has been planned in seven chapters.

Chapter 1st is introductory one which deals rationale, objectives and research methodology. The scheme of Free Coaching and Allied Assistance aims to empower the minority communities, which are relatively disadvantaged section of society, by assisting them as well as those institutions working for them, towards enhancing their skills and capabilities to make them employable in industries, services and business

sectors in addition to the government sector. It has the built-in resilience to adapt itself to the market dynamics on a continuous basis so that the target groups are not deprived of the professional acumen demanded by the changing/emerging market needs and opportunities for employment at domestic as well as international levels. Separate schemes for providing coaching to students belonging to scheduled caste, minority communities and backward classes were being implemented from 6th Five Year Plan. These separate schemes were amalgamated with effect from September, 2001 into a combined Scheme of Coaching and Allied Assistance for Weaker Sections including Scheduled Castes, Other Backward Classes and Minorities. However, after the creation of Ministry of Minority Affairs, a new scheme called "Free Coaching and Allied Assistance for candidates belonging to the minority communities is being implemented by this Ministry. The scheme has to be made more comprehensive keeping in view the emerging trends of employment in the era of economic reforms, liberalization and globalization.

The socio-economic status of minorities in general in the country is not satisfactory. A large number of minorities especially Muslims are the victim of low literacy, low enrollment in educational institutions and high drop-outs. Although there are large number of minority institutions engaged in imparting education, training and professional skills, most of them are engaged in promoting traditions, customs and religion. They have largely failed to modernize their educational curriculum and system. Most of the people from the minority communities (particularly Muslims) are found engaged in unorganized sector of economy and a large number of them are doing their own petty business.

The main objectives of study are as follows

- To review the policy, programmes and schemes on empowerment of minority population in India;

- To study the functioning and performance of free coaching and allied scheme in the selected areas and also to assess the level of awareness of major stakeholders regarding the scheme;

- To study the modus operandi of the scheme in terms of eligibility criteria, selection process, stipend/scholarship, disbursement, etc.;

- To examine the socio-economic profile of the beneficiaries and their parents and also to assess the impact of the scheme on academic achievement and selection in competitive examinations;

- To examine the problems, constraints and challenges in effective implementation of the scheme;

- To suggest the policy measures for effective implementation of the scheme and also for empowering minority in India

The present study is mainly empirical in nature and based on primary data. Besides collection and analysis of primary data, secondary data and pertinent literature has been compiled from published and documented sources. The field survey has been conducted in the states of Andhra Pradesh, Bihar, Haryana, Jammu and Kashmir, Madhya Pradesh, Maharashtra, Manipur, Mizoram, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal. The field survey has been conducted with the help of structured interview schedules. Interview schedules for head of the coaching institutions, faculty members, beneficiary students and state and district level officials were developed keeping in view the relevant research points, questions and scales of view perception pertaining to ecological background of inmates, infrastructure facilities, support services, training, eligibility criteria, selection process, disbursement of stipend/scholarship, academic environment, imparting education and coaching, convergence of schemes and programmes, socio-cultural, economic, educational and ecological profile, undertaking coaching classes, success rate in competitive examinations, etc. of beneficiaries. The filled in interview schedules were thoroughly checked, edited and processed in computer with the application of SPSS package for the analysis. Inferences, results and conclusions have been drawn out from the analysis of data. The data in tabular form has been analyzed, interpreted and discussed in the respective chapters. The policy recommendations are based on the analysis of research findings and critical appreciation of pertinent literature.

Chapter 2nd is concerned with status of minorities in India. The minorities suffer from

backwardness, poverty, exploitation and deprivation. The plight of minority communities is no better than other states. They are socially and economically backward and even their empowerment though initiating' welfare and developmental programmes could not yield satisfactory results. Their representation in government jobs, business operations and politico-administrative elite is far behind their share in population. The fact remains that minority communities in the some of the states feel politically dumped and isolated and are seeking religious leadership for their empowerment, and enhancing their share in government jobs and business operations through easy access to opportunities and necessary inputs.

There is no denying the fact that Muslim constitute the majority among the minorities and are the second largest community in India. In view of their sheer number their role in the overall socio-economic development can hardly be over emphasized. However, the planned development do not show very encouraging picture so far as the Muslim community in India is concerned. Their participation in the socio-economic and political process is considered of vital importance. The social structure of Indian Muslims has been largely composed of Turks, Afghan, Persian and Arab Emigrants and large numbers of natives had embraced Islam in different regions and circumstances. Their source of income has been limited and is confined to traditional occupations such as agriculture, handicrafts, small business and trade. Muslim artisans—embroiders, weavers, goldsmiths, masons had the potential to develop themselves as prosperous class. However, the system of exploitation and their lack of habit of thriftiness prevented them from building up their business. The ordinary artisans prefer to work as wage workers in unorganized sector of employment. However, the social structure of south Indian Muslims was different from north. It was composed of Arab traders and converts of other communities. Muslim society in southern India adopted trading and agriculture and thus, they are comparatively developed. However, overall Muslims have a fragile and weak economy; bulk of Indian Muslim workforce is self-employed in the unorganized sector, constituting a fairly high majority of construction labour, rickshaw pullers, cart pullers, horse cart pullers, coolies, barbers, tailors, carpenters, footpath hawkers, fitters, electricians, welders and petty shopkeepers. They are the poorest community among all the religious communities of India.

Chapter 3rd attempts to review the centrally sponsored scheme of coaching and allied services. Educational development schemes launched by the Ministry of Minority Affairs, Government of India have significant impact on educational empowerment of minority communities. Free Coaching Scheme launched by the Ministry has created opportunities for minority communities for their educational advancement and employment in industry and services sector. The physical and financial performance of the scheme also demonstrates that the scheme is significantly contributing towards the educational empowerment and employment generation among minority communities.

Chapter 4th is concerned with performance of coaching institutions. Infrastructure in the coaching institutions is somewhat adequate. The amenities and facilities in the coaching institutions were also reported to be somewhat adequate. However, there is vast scope for improvement in infrastructure and amenities for the students in order to ensure quality of learning and teaching. The success rate has been reported high for some of the courses and overall about half of the students enrolled were reported to be succeeded. The success rate among female students has been reported significantly high as compared to the success rate among male students. However, marked variations are emerging across the states and religions.

Chapter 5th deals with the educational performance of faculty members. The profile of faculty members demonstrates that they are qualified, competent and experienced persons for delivering classes and coaching institutions. A large number of faculty members are found engaged in teaching in other academic institutions and even for competitive examinations besides delivering classes in the parental academic institutions. Most of the faculty members were found in favour of continuing the stipend under the scheme. They also adopt integrated methods for delivering classes in competitive examinations.

Chapter 6th deals with participation of students in coaching and allied services scheme. Most of the aspirants are from the low age group and males. A significant proportion of respondents were found married. Significant proportions of respondents were found pursuing academic programmes from university/college. Majority of the respondents were found satisfied with the teaching methods, availability of quality of

stock in library, quality teaching of faculty members, hostel facilities and mess facilities. Almost all the respondents were in favour of continuing the stipend for quality learning and higher rate of success. Overall success rate has been found significantly high however; success rate has been recorded high in entrance examination for technical / professional courses and coaching / training for jobs in private sector. Moreover, female candidates achieved higher success rate as compared to male candidates.

Chapter 7th is concluding one which provides a brief account of major research findings and policy recommendations.

Main Findings of the Study:

- Free Coaching and Allied Scheme for the candidates belonging to minority communities has been launched by the Ministry of Minority Affairs, Government of India during 2006-2007. During the period of 2007-08 to 2013-14, Rs. 76.17 crores were allocated under the scheme however, a large segment of allocated fund was not released by the Ministry due to several factors. The Ministry has achieved the maximum target for providing training and coaching to the candidates belonging to the minority communities. Overall 34,000 candidates were provided training and coaching under the scheme in the corresponding period.

- The infrastructure, library resources, human resources, amenities and basic facilities in the coaching institutions were found somewhat adequate however; there is vast scope for improvement in order to ensure quality learning and teaching. Most of the coaching institutions are functioning in the rented buildings. Though, availability of computers has been reported high in majority of the states however, internet access is limited both for faculty and candidates belonging to minority communities. Coaching institutions located in Andhra Pradesh, Haryana, Maharashtra, Rajasthan, Uttar Pradesh and West Bengal reported that they are providing hostel and mess facilities to the enrolled students. Though, most of the states reported that they have adequate number of faculty members however, they are getting consolidated salary.

- During last three years, the total enrolment in coaching institutions was recorded 9899 candidates belonging to minority communities. Out of total enrolled candidates, 28.79 per cent candidates were female while majority of the candidates were male. The proportion of female candidates was recorded high for the entrance examination for technical / professional courses. Out of total enrolled students, 83.49 per cent students were belonging to Muslim community. The proportion of female candidates was recorded high in the state of Andhra Pradesh followed by Mizoram and Madhya Pradesh. About 9 per cent candidates were found belonging to Christian community while about 5 per cent candidates were Buddhists / Parsis. Thus, only 2 per cent candidates were Sikhs.

- Most of the coaching institutions reported that they are providing support services in terms of handouts, conducting tests and providing assignments to the students. The average duration of class has been reported to be 1.5 to 2 hours. The duration of course has also been reported to be 4 to 6 months.

- The expenditure pattern of grants received so far demonstrates that most of the coaching institutions are using the grant mainly for providing honorarium to the faculty and stipend to the students. Other expenses include wages and salaries of the staff and maintenance of coaching institutions.

- The success rate for the last three years in the coaching institutions shows that about half of the enrolled candidates were succeeded. The success rate has been reported high among the Sikh students followed by Muslim students. Again, success rate has been reported high for the coaching / training for job in private sectors and low for Group-C services. Success rate has been reported high in the states of Haryana followed by Maharashtra, Andhra Pradesh, Rajasthan and West Bengal. Success rate among female candidates has been recorded significantly high (64.67 per cent) as compared to male candidates (44.33 per cent).

- All the coaching institutions reported that the present amount of stipend is not sufficient. They have suggested the ideal amount of stipend Rs. 3417 for local candidates and Rs. 4542 for outstation candidates. They were also of the view

- that discontinuation of stipend will adversely affect the enrolment and success rate as well as discourage the candidates belonging to minority communities.

- Most of the faculty members were found belonging to middle age group and males. About 1/4th faculty members were working on permanent basis while others are getting honorarium on lecture basis. About half of the faculty members were postgraduates and doctorates while less than 1/4th faculty members were graduates. They are undertaking about 20 classes per week. Thus, academic stress has been reported significantly high among the faculty members.

- Faculty members revealed that they are regularly distributing handouts to the students besides conducting tests on regular basis. All the faculty members were found satisfied with the batch of students. They were of the view that discontinuation of stipend will adversely affect the scheme in terms of enrolment and success rate. They also reported that present amount of stipend is not sufficient.

- Most of the students were found belonging to urban areas and the proportion of candidates coming from rural areas constituted 18.3 per cent. This shows that the proper publicity of the scheme could not be ensured as awareness about the scheme in rural and backward areas is low as students coming from rural and semi-urban areas are very low.

- Majority of the students were found belonging to the age group of 16-22 years while about 1/4th students were found belonging to the age group of 23-28 years. Only 1/3rd students were females. This was found more pronouncing in Andhra Pradesh followed by Mizoram, Tamil Nadu and Manipur. About 3/4th students were found belonging to Muslim community while 16 per cent students were Christians. More than half of the students were localites.

- More than half of the students were found enrolled for coaching / training for jobs in private sectors while less than 1/3rd students were enrolled for entrance examination for technical / professional courses. The enrolment for Group-A, B

and C services constituted about 15 per cent. There was no enrolment for remedial coaching / tuition and coaching for recruitment.

- Majority of the students were found satisfied and fully satisfied with the teaching method, quality of stock in library and quality of teaching of teachers.

- Overall less than $2/5^{th}$ students succeeded in their examinations. The success rate was recorded high for the entrance examination for technical / professional courses. Again, success rate has been found high among Muslim candidates and low among Buddhists / Parsis. Success rate has been found significantly high among female candidates as compared to male candidates. Success rate has been reported high in the state of Andhra Pradesh followed by Rajasthan, Jammu and Kashmir, Haryana and Uttar Pradesh.

- Most of the students reported that free coaching and allied scheme has quality impact on them as it has increased their confidence level and existing body of knowledge. Most of the students were of the view that the discontinuation of stipend will discourage them.

- The ranking of factors demonstrates that significant segment of students are not found satisfied with the location of coaching / training centres, quality of teaching, availability of public conveyance to coaching institutions, availability of qualified and experienced faculty, placement services, availability of hostel facility in the locality of coaching institutions, usefulness of reading materials, stock of library resources, adequacy of infrastructure services, organizing of guest lectures, duration of library services and institutional efforts for placement.

Policy Recommendations:

- Proper and adequate hostel facilities are to be made available to minority students enrolled for various programmes in coaching institutions. The enrolled students should be provided proper and regular mess facility besides providing library with quality resource stock - books, journals and other periodicals. The internet facility should also be made available in the library and computer centre

so that students may get quality resource literature through downloading from various websites and digital libraries.

- As head of the institutions, faculty members and candidates reported that present amount of stipend is not sufficient, the amount of stipend for coaching and allied scheme should be increased substantially to meet the basic requirements and give a sense of equality.

- The coaching institutions may be provided funds for combined classes such SCs, STs, OBCs and Minorities. This will require special provision for releasing funds and resources are to be pooled from Ministry of Tribal Affairs, Ministry of Minority Affairs, and Ministry of Social Justice and Empowerment. Moreover such institutions may also approach to state government for availing funds for maintenance of coaching institutions. Thus, combined classes will provide equal opportunity for mainstreaming of SC, ST, OBC and Minority students with other castes and classes. The coaching institutions should be allowed to enroll non-reserved category students on professional basis so that they may hire quality teachers, upgrade teaching methods, enrich the library stock and improve the infrastructural facilities through mobilizing resources.

- The coaching institutions should be provided funds timely; however recommendation of state level officials may be kept in mind while releasing the second installment by the Central Government. The delay in releasing of second installment of coaching centers and quality of coaching and other services may be deteriorated.

- The coaching institutions should be allowed to diversify in the programmes and civil services, provincial civil services, state level entrance examination, etc. should be included in the coaching classes. Importantly, the coaching for civil services and provincial civil services may be started at the state headquarter while such programme may be discouraged to initiate in the backward district because in such areas quality faculty is not available. However, other competitive examinations coaching may be provided to such centers. Again, coaching centers should ensure the availability on quality teaching through

contract classes and capsule classes by renounced faculty members may take a series of schedules in the centre at one stretch.

- Universities and well established institutes of learning, education and research including NGO's may be promoted to start the coaching institutions because they have plenty of experienced, qualified and competent faculties well equipped and enriched libraries, hostel and other infrastructural facilities.

- All the universities and deemed universities should establish a separate section of SCs STs, OBCs and Minority for facilitating and providing career guidance to them. Importantly, these centers should be established till for individual career counseling, up gradation of skills, motivation and mobilization of aspirants for various services and competitive examiners.

- The coaching institutions should appoint core faculty while library should be enriched. It is also suggested that photo state version of high priced, quality and rare books may be arranged through issuing such books from well established libraries and be kept in the institutions for consultation of students.

- Accountability should be enforced in terms of success rate of the various programmes. The preferences should be given to professional institutions having required facilities.

- Girls from minority communities should be given preference in admission in such coaching institutions. They should be provided social security, separate toilet facility, and hostel and individual career guidance so that they may join the mainstream and avail the reservation benefits.

- In all the coaching schemes whether through NGO's or through state organizations or through universities or private education institutions, the rate of remuneration for teachers should be high enough to attract competent teachers. The rates followed by successful coaching organization should be used as a good indicator for fixing the rates.

- In order to have quality faculty and resource persons, the coaching institutions should invite resources persons from various national level academic institutions

as guest faculty while the coaching institutions should allocate substantial amount for honorarium to the guest faculty for delivering such special classes to their students. The students should be given more exposure related academic inputs rather than theoretical inputs.

- It is suggested that Knowledge Manager/Information Officer may be appointed on contractual basis in each coaching institution who should be given the responsibility of developing quality resource literature for various competitive examinations through internet search, consulting books, periodicals, journals and also translating into vernacular languages for easy understanding of the enrolled students.

- Performance indicators for monitoring the overall success of the coaching institutions should be evolved and those coaching centres who are unable to get the minimum qualifying marks in terms of success rate, the support under the scheme should be withdrawn by the government. Besides, the coaching institutions should insist on enrollment of students for specific examinations only and the enrolled students should be discouraged for appearing various competitive examinations as it affects their concentration on one particular examination.

- It is imperative to review the selection criteria of coaching institutions as some of the good coaching institutions are not willing to apply under the scheme to the Ministry as they are required to get recommendation from the concerned state. The Ministry may also adopt a judicious thinking to consider the proposals recommended by the state government under the scheme. As per the concentration of minority population and educational backwardness, the quota for the states may be fixed up by the Ministry while approving the proposals. The Ministry may also consider proposals from the coaching institutions coming directly without recommendation of the concerned states. The good coaching institutions may be empanelled for a longer period so that effective implementation of the scheme may be ensured.

- The Ministry may evolve criteria and indicators for evaluation of the performance of the coaching institutions. On the basis of grading system, the coaching institutions may be sorted out for allotment of the number of seats under the scheme. The coaching institution should also evolve criteria and indicators for evaluation of the performance of faculty members and selection of candidates in order to attract the quality faculty and good batch of students.

- It may be recommended that Ministry should directly transfer the amount of stipend to the students enrolled under the scheme as there is no timely disbursement of stipend to the students. Delay in disbursement of stipend to the students creates a lot of confusion and misunderstanding among the students and coaching institutions besides affecting the enrolment, retention, quality of learning and success rate.

- It is suggested that reading materials should be developed by the coaching institutions in consultation with academic experts. The reading materials in proper shape (modules, papers, monographs and reports) should be provided time to time to the students so that they may go through the reading materials in advance and participate effectively in the discussions and deliberations in classrooms. The coaching institutions may approach to the academic experts for developing a feedback form for the assessment of the faculty.

- Coaching institutions should emphasize on institutional efforts for placement services. The data bank for private and corporate sectors may be prepared in advance where students may be placed besides compiling and display of information on competitive examinations and various career opportunities.

- MIS must be developed for tracking the enrolment, retention, attendance and success for the various courses in coaching institutions. The MIS should be linked with concerned state governments and the Ministry. The physical and financial performance may be provided on monthly basis on a prescribed format both through electronic and printed forms.

- The coaching institutions may adopt biometric attendance system for ensuring good attendance in the classes. This will also ensure quality learning, understanding and higher success rate.

- It is suggested that proper publicity and awareness creation about the scheme should be ensured both at the Ministry level and in the states so that candidates from backward and remote areas may be made aware about the scheme and they may avail the benefits under the scheme.

- Concurrent monitoring and evaluation is necessary to ensure effective implementation and review of the programme. It is recommended that Ministry may set up a separate Division for Monitoring & Evaluation of all centrally sponsored programmes of Ministry of Minority Affairs with well equipped infrastructure, qualified and dedicated manpower in order to evolve National Level Monitoring System based on online Reporting Mechanism.

- It may be recommended that Ministry should organize programmes for Training of Trainers on regular basis at regional level, so that the training/coaching institutions and their resource persons/faculties are well familiar with the approach, methodology and content of the training modules.

Chapter: 1

Introduction

The well-being of people is unquestionably the ultimate objective of all development efforts of a country and the basic quest of human endeavour is always to seek a better quality of life. The quality of life of citizens of a nation can be effectively improved only by raising the standards of living of the people on the margin and in countryside. Social empowerment is very fundamental in achieving this goal. The institution of democracy provides a strong foundation for harmonizing social and economic objectives. Thus, within the broad democratic framework there are great opportunities for synergizing the economic development programmes to help achieve the better quality of life in the shortest possible span of time.

India, the largest democracy in the world, pledges to secure all its citizens equality of opportunity. The supreme law of the country prohibits discrimination on ground of religion, race, caste, sex or place of birth. The Constitution makes provision for protecting the interests of minorities. However the experiences have not been very encouraging. The plight of a good part of people, including the minorities, is not worth appreciable. The 'trickle down' effect of economic development has not worked satisfactorily and the benefits of growth have not reached equitably to all sections of the society.

India is a land of diversity and of different religions with Hindus is in majority. According to the 2001 census, religious minority population has reported to be 19.5 per cent of the total population of country. However, most of them are reported to be Muslims. India is a secular republic and the constitution guarantees equal rights to all its citizens without any discrimination. The Indian constitution provides many legal safeguards to the minority community and special provisions are made for their social and economic growth. Despite these, minorities in India

face all types of inequity in the public sphere. Even the violence and human right violations of the minority community in India is a common phenomenon. In this context, the note of UN Special Reporter on Freedom and Religious Belief Ms. Asma Jahangir, is pertinent when she praised India's secularism, human right activism, and strong legal protection for religious minorities at the national level but also made the point that due to the federal structure of Indian state the implementation of law varies from states to states. She said, "organized groups claiming roots in religious ideologies have unleashed an all-pervasive fear of mob violence in many parts of the country". Asma Jahangir, was making special reference to the violence in Orissa, where Hindu fundamentalists attacked Christian and tribal communities. The violence in Khandamal region of Orissa continued for a long period, despite massive protest by activists and secular organizations.

As per census 2011, minorities (Muslims, Christians, Sikhs, Buddhists, Parsis and Jains) constitute a little less than one-fifth (about 18.5 per cent) of the total population of the country, and among minorities, Muslims account for more than two-thirds (about 71.36 per cent). As regards concentration of minorities, it is found that Muslims are mainly concentrated in Jammu & Kashmir, Lakshdweep, Assam, West Bengal, Uttar Pradesh, Bihar and Kerala. The Christians are mainly inhabited in Nagaland, Mizoram, Goa, Manipur and Kerala. Most of the Sikhs are found in Punjab, Chandigarh, Haryana, Delhi and Jammu & Kashmir. Buddhists are concentrated mainly in Sikkim, Arunanchal Pradesh and Maharashtra. Majority of the Jains are living in Maharashtra, Delhi, Rajasthan and Madhya Pradesh. The Parsis are confined mainly to Maharashtra. However, people belonging to these communities are found everywhere across the country.

Amongst the minorities in India, Muslim is the largest community but still far behind the benefits of development. This is true that every

common citizen of the country is derived from the gains of economic growth but the quotient of this deprivation is more amongst the Muslim community. This came into light when Sachar committee report on the condition of minority community was placed in the parliament. Some of the glaring findings of the report are as follows.

1) In the field of literacy the Committee has found that the rate among Muslims is very much below than the national average. The gap between Muslims and the general average is greater in urban areas and women. 25 per cent of children of Muslim parents in the 6-14 year age group have either never attended school or have dropped out.

2) Muslim parents are not averse to mainstream education or to send their children to affordable Government schools. The access to government schools for children of Muslim parents is limited.

3) Bidi workers, tailors and mechanics need to be provided with social safety nets and social security. The participation of Muslims in the professional and managerial cadre is low.

4) The average amount of bank loan disbursed to the Muslims is 2/3 of the amount disbursed to other minorities. In some cases it is half. The Reserve Bank of India's efforts to extend banking and credit facilities under the Prime Minister's 15-point programme of 1983 has mainly benefited other minorities marginalizing Muslims.

5) There is a clear and significant inverse association between the proportion of the Muslim population and the availability of educational infrastructure in small villages. Muslim concentration villages are not well served with pucca approach roads and local bus stops.

6) The presence of Muslims has been found to be only 3 per cent in the IAS, 1.8 per cent in the IFS and 4 per cent in the IPS.

7) Muslim community has a representation of only 4.5 per cent in Indian Railways while 98.7 per cent of them are positioned at lower levels. Representation of Muslims is very low in the Universities and in Banks. Their share in police constables is only 6 per cent, in health 4.4 per cent, in transport 6.5 per cent.

8) For the Maulana Azad Education Foundation to be effective the corpus fund needs to be increased to 1000 crores. Total allocation in the four years 2002 to 2006 for Madarsa Modernization Scheme is 106 crores. The information regarding the Scheme has not adequately percolated down. Even if the share of Muslims in elected bodies is low they and other underrepresented segments can be involved in the decision making process through innovative mechanisms.

9) Most of the variables indicate that Muslim-OBCs are significantly deprived in comparison to Hindu-OBCs. The work participation rate (WPR) shows the presence of a sharp difference between Hindu-OBCs (67 per cent) and the Muslims. The share of Muslim-OBCs in government/ PSU jobs is much lower than Hindu-OBCs.

The points made above are enough to reflect on the pathetic economic condition of Muslim community in India. After the Sachar committee report comes in the public domain, national debate started on the condition of Muslim in India. Government acknowledged the problem and beneficial schemes are introduced, but still the per capita levels of investment for the community are low. According to the report released by Anhad (a civil society group working on minority affairs) after the national meet on the status of Muslims in Contemporary India, the per capita level of investment from the side of government for the community are still low. The scheme for investment in districts with high minority population, at best cover 30 percent of the total population. The programmes are for area development rather than programmes focused

on the minorities; therefore they prove blunt instruments as much of the expenditure is on general infrastructure and little to directly benefit deprived people of the community. They are not consulted about their priorities. On the economic front Muslim community face problem but this is equally true when we look at human right violations.

A report of the High Level Committee on the social, economic and educational status of the Muslim community of India (popularly known as the Sachar Report) had highlighted the fact that India's largest minority group, the Muslim numbering 13.83 crore, have been left out of the development trajectory. The minority communities as accepted by the Ministry of Minority Affairs are Muslims, Sikhs, Christians, Buddhists and Zoroastrians (Parsis), which have been notified as minority communities under Section 2 (c) of the National Commission for Minorities Act, 1992. Eligible women of these minority communities would be the target group. However, to further strengthen the mosaic of plurality in the society and bring about solidarity and unity through their own efforts to improve their lot, the scheme permits a mix of women from non-minority communities not exceeding 25 per cent of a project proposal. Efforts should be made by the organization for having a representative mix of women from SC/ST/OBCs, women with disabilities and other communities fewer than 25 per cent group. Efforts should also be made to persuade Elected Women Representatives (EWRs), from any community, under the Panchayati Raj Institutions to be included as a trainee.

The scheme of Free Coaching and Allied Assistance aims to empower the minority communities, which are relatively disadvantaged section of society, by assisting them as well as those institutions working for them, towards enhancing their skills and capabilities to make them employable in industries, services and business sectors in addition to the government sector. It has the built-in resilience to adapt

itself to the market dynamics on a continuous basis so that the target groups are not deprived of the professional acumen demanded by the changing/emerging market needs and opportunities for employment at domestic as well as international levels.

Separate schemes for providing coaching to students belonging to scheduled caste, minority communities and backward classes were being implemented from 6th Five Year Plan. These separate schemes were amalgamated with effect from September, 2001 into a combined Scheme of Coaching and Allied Assistance for Weaker Sections including Scheduled Castes, Other Backward Classes and Minorities. However, after the creation of Ministry of Minority Affairs, a new scheme called "Free Coaching and Allied Assistance for candidates belonging to the minority communities are being implemented by this Ministry. The scheme has to be made more comprehensive keeping in view the emerging trends of employment in the era of economic reforms, liberalization and globalization.

The socio-economic status of minorities in general in the country is not satisfactory. A large number of minorities specially Muslims are the victim of low literacy, low enrollment in educational institutions and high drop-outs. Although there are large number of minority institutions engaged in imparting education, training and professional skills, most of them are engaged in promoting traditions, customs and religion. They have largely failed to modernize their educational curriculum and system. Most of the people from the minority communities (particularly Muslims) are found engaged in unorganized sector of economy and a large number of them are doing their own petty business.

Objectives of Study:

The main objectives of study are as follows:

- To review the policy, programmes and schemes on empowerment of minority population in India;

- To study the functioning and performance of free coaching and allied scheme in the selected areas and also to assess the level of awareness of major stakeholders regarding the scheme;

- To study the modus operandi of the scheme in terms of eligibility criteria, selection process, stipend/scholarship, disbursement, etc.;

- To examine the socio-economic profile of the beneficiaries and their parents and also to assess the impact of the scheme on academic achievement and selection in competitive examinations;

- To examine the problems, constraints and challenges in effective implementation of the scheme;

- To suggest the policy measures for effective implementation of the scheme and also for empowering minority in India

Research Methodology:

The present study is mainly empirical in nature and based on primary data. Besides collection and analysis of primary data, secondary data and pertinent literature has been compiled from published and documented sources. The main sources of secondary data and pertinent literature include the publications and documents of state governments, Central Government and non-government organizations. Academic institutions such as universities, colleges, research institutes and various departments of government and non-government have been consulted for collection of secondary data and literature. Department of Minority Affairs of respective states, District

7

Social Welfare Departments of respective districts and other concerned departments has been approached for collection of relevant information.

For the study, both dependent and independent variables has been identified for the analysis of data and information. Again, age, education, caste, religion, geographical background, income levels, occupation of family, ecological background, etc. have been selected for the analysis of data. The important indicators such as infrastructural facilities and services, support services, training and programmes, have also been considered for assessing the functioning and performance of the scheme. A multi stage stratified random sample method has been applied for the selection of the sample of the study. The survey has covered a representative sample of beneficiaries from minority concentration districts from across the country. In order to adopt multi-stage sampling for the study, the following stages were taken: **Stage 1**: Selection of two States from each of 6 zones viz., North, South, East, West, North-East and Central. **Stage 2**: From each selected State, selection of two minority concentration districts. **Stage 3**: Overall 60 coaching institutions were identified for detailed survey, representing government and non-government-run institutions.

Sample Area

S.No.	Unit of Coverage	Number
1	Zone	6
2	States	12
3	Districts	24
4	Beneficiaries	2880
5	Head of Coaching Institutions	60
6	Faculty Members	201
7	State and District Level Officials	48

Representative random sampling procedure has been used from the identified districts and coaching institutions for interview of beneficiary students and faculty members. The field survey has been

conducted in the states of Andhra Pradesh, Bihar, Haryana, Jammu and Kashmir, Madhya Pradesh, Maharashtra, Manipur, Mizoram, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal. The field survey has been conducted with the help of structured interview schedules. Interview schedules for head of the coaching institutions, faculty members, beneficiary students and state and district level officials were developed keeping in view the relevant research points, questions and scales of view perception pertaining to ecological background of inmates, infrastructure facilities, support services, training, eligibility criteria, selection process, disbursement of stipend/scholarship, academic environment, imparting education and coaching, convergence of schemes and programmes, socio-cultural, economic, educational and ecological profile, undertaking coaching classes, success rate in competitive examinations, etc. of beneficiaries. The filled in interview schedules were thoroughly checked, edited and processed in computer with the application of SPSS package for the analysis. Inferences, results and conclusions have been drawn out from the analysis of data. The data in tabular form has been analyzed, interpreted and discussed in the respective chapters. The policy recommendations are based on the analysis of research findings and critical appreciation of pertinent literature.

Scope of the Study:

Present study has been conducted in the national perspective with the representation of 12 states across the all geographical regions of India. The study has covered all major stakeholders including the beneficiary students, faculty members, and head of the institutions. The sample of the study is also large enough to draw the conclusions and results.

Chapter: 2

Status of Minorities in India

As per the National Commission for Minorities Act, 1992, India has 5 notified religious minorities namely, Muslims, Christians, Sikhs, Buddhists and Parsis. These communities constitute about 18.4 per cent of total population of the country accounting for 189.5 million according to 2001 census. Of these minority groups, Muslims alone account for 72.8 per cent of the minority population and 13.4 per cent of the total population. In absolute numbers, Muslims constitute 138.3 million, Christians 24.0 million, Sikhs 19.2 million, and Buddhists 8 million while Parsis are very nominal in number. The concentration of minority population districts is shown in map.

Minority Concentrated Districts of India

Minority concentrated districts in India are shown in Table 2.1. As per Ministry of Minority Affairs, Government of India, minority concentrated districts may be categorized into A Category (below national average in terms of socio-economic and basic amenities parameters), B1 Category (below national average in terms of socio-economic parameters), and B2 Category (below national average in terms of basic amenities parameters). There are 90 minority concentrated districts in India and out of total minority concentrated districts, 20 such districts are located in Uttar Pradesh while 13 minority concentrated districts fall in Assam, 12 minority concentrated districts are situated in West Bengal. Again, out of total minority concentrated districts, 53 such districts were categorized as Category A. Most of such districts were found located in the state of Uttar Pradesh followed by Assam and West Bengal.

Table: 2.1

State wise Minority Concentrated Districts in India

State	A Category	B1 Category	B2 Category	Total
Arunachal Pradesh	4	3	--	7
Assam	12	--	1	13
Bihar	7	--	--	7
Jharkhand	2	--	2	4
Maharashtra	1	--	3	4
Manipur	1	--	5	6
Meghalaya	1	--	--	1
Orissa	1	--	--	1
Uttar Pradesh	15	6	--	21
West Bengal	9	3	--	12
Delhi	--	1	--	1
Haryana	--	2	--	2
Karnataka	--	2	--	2
Madhya Pradesh	--	1	--	1

Uttarakhand	--	2	--	2
Andaman Nicobar	--	--	1	1
Jammu & Kashmir	--	--	1	1
Kerala	--	--	1	1
Mizoram	--	--	2	2
Sikkim	--	--	1	1
India	**53**	**20**	**17**	**90**

A-Category: Below National Average in Terms of Socio-Economic and Basic Amenities Parameters.

B1-Category: Below National Average In Terms of Socio-Economic Parameters.

B2-Category: Below National Average In Terms of Basic Amenities Parameters.

Source: Annual Report, 2013, Ministry of Minority Affairs, Government of India.

Religious composition of population is shown in Table 2.2. During 1961-2001 the proportion of Hindu population has declined slightly from 83.4 per cent in 1961 to 80.5 per cent in 2001. However the proportion of Muslims has slightly increased from 10.7 per cent in 1961 to 13.4 per cent in 2001. The proportion of Sikh, Bhuddhists and other religions except Christians and Jains has shown nominal increase.

Table: 2.2

Religious Composition of Population

Religion	1961	1971	1981	1991	2001
Hindus	83.4	82.7	82.3	81.5	80.5
Muslims	10.7	11.7	11.8	12.0	13.4
Christians	2.4	2.6	2.4	2.3	2.3
Sikhs	1.8	1.9	1.8	1.9	1.9
Buddhists	0.7	0.7	0.7	0.8	0.8
Jains	0.5	0.5	0.5	0.4	0.41
Other Religions	0.3	0.4	0.4	0.4	0.6

Source: Census, 2001

Religion wise decadal growth of population is shown in Table 2.3. During 1991-2001, the highest growth was recorded among Muslims (29.5 per cent) followed by Jains (25.9 per cent). The lowest growth was reported in case Sikh. Interestingly during 1981-91 the highest growth was recorded among Buddhists and Muslims.

Table: 2.3

Religion-wise Decadal Growth of Population

Religion	1961-71	1971-81	1981-91	1991-2001
Hindus	23.7	24.1	22.7	19.3
Muslims	30.8	30.7	32.9	29.5
Christians	32.6	17.4	17.7	22.5
Sikhs	32.3	26.1	25.5	17.0
Buddhists	17.1	24.8	36.1	22.8
Jains	28.5	23.7	24.1	25.9
All Religions	24.8	24.7	23.8	21.5

Source: Census Reports

Distribution of population of each religion by caste categories is shown in Table 2.4. Only 0.8 per cent Muslims reported themselves as SCs however all the religious groups except Parsis and Jains reported higher proportion of SCs.

Table: 2.4

Distribution of Population of Each Religion by Caste Categories in India

Religion/Caste	SCs	STs	OBCs	Others	All
Hindu	22.2	9.1	42.8	26.0	100
Muslim	0.8	0.5	39.2	59.5	100
Christians	9.0	32.8	24.8	33.3	100
Sikhs	30.7	0.9	22.4	46.1	100

Jains	0.0	2.6	3.0	94.3	100
Buddhists	89.5	7.4	0.4	2.7	100
Zoroastrians	0.0	15.9	13.7	70.4	100
Others	2.6	82.5	6.2	8.7	100
Total	**19.7**	**8.5**	**41.1**	**30.8**	**100**

Source: Distribution obtained from merged sample of Schedule 1 and Schedule 10 of NSSO 61ST Round Survey

India has the world's third largest to Muslim population next only to Indonesia and Bangladesh. Muslims constitute 13.4 per cent of total population of the country and 72.8 per cent of the population of minorities. Of the 593 districts of India in 2001, only 9 could be consider predominantly Muslim with an over 75 per cent Muslim population. In addition Muslims constituted 5275 per cent of the population in 11 districts. Thus only 20 districts had a Muslim majority (Table 2.5). Muslims constitute in majority in the state of Jammu & Kashmir while they are above national average in Assam, West Bengal, Kerala, U.P., Bihar and Jharkhand.

Table: 2.5

Number of Districts by Muslim Population Size and Concentration in India

Muslim Population in the district	Number of districts	Percentage of Muslims in the total Populations of the district	Number of districts
1,000,000 or more	25	75 or more	9
500,000 to 999,999	51	50 or more but less than 75	11
250,000 to 499,999	104	25 or more but less than 50	38
100,000 to 249,999	125	10 or more but less than 25	182

50,000 to 99,999	87	5 or more but less than 10	129
10,000 to 49,999	95	1 or more but less than 5	147
Less than 10,000	106	Less than 1	77
Total	**593**	**Total**	**593**

Source: Census, 2001.

Christians constitute 2.3 per cent of the total population of the country and 12.7 per cent of the population of the minorities. There are three Christian dominated states viz., Nagaland, Mizoram and Meghalaya. Sikhs constitute 1.9 per cent population of the country and 10.4 per cent of population of the country. They are majority in the state of Punjab where their population is about 60 per cent. Besides, states of Haryana, Rajasthan, U.P. and Delhi have significant population of Sikh. Buddhists mainly habitat in Laddakh, Himachal Pradesh, West Bengal, Sikkim, Assam and other states of North East. Parsis are mainly concentrated in Maharashtra where their population is about 60,000.

As per report of the working group on the Empowerment of the Minorities for the Eleventh Five Year Plan, 2006, the minority communities in India have differential standards of living and exhibit differential characteristic. As per information available the incidence of urban poverty is found more pronouncing among Muslims as compared to other religious groups. The work participation rate is reported to be lowest among Muslims as compared to other social groups. Around 53 per cent urban working Muslims is self employed as against 36 per cent of Hindus. Similarly 29 per cent urban Muslims are regular salary/wage earners as against 46.7 per cent of Hindus. More than half of the urban Muslims have a monthly per capita expenditure of less than Rs.160/-. In view of the fact that 35.7 per cent of percent of the Muslim community reside in urban areas and 36.92 per cent of them are living below

poverty live, there has to be adequate focus for Muslims residing in urban areas.

Minorities constitute 19.54 per cent of India's population. The total minority population in India was reported to be 23.65 crores as per Census 2011. Minority population constituted highest in Jammu and Kashmir (70.40 per cent) followed by Punjab (63.18 per cent), Kerala (43.71 per cent), Assam (34.94 per cent), Goa (33.33 per cent) and Jharkhand (31.52 per cent). Minority population was reported high in the state of Uttar Pradesh (3.87 crores) followed by West Bengal (2.51 crores), Maharashtra (2.21 crores), Punjab (1.75 crores) and Bihar (1.74 crores) (Table 2.6).

Table: 2.6

State-wise Minority Population of India

(In Crores)

State	2011		
	Total Population	**Minority Population**	**Percentage**
Andhra Pradesh	8.47	0.93	10.98
Assam	3.12	1.09	34.94
Bihar	10.38	1.74	16.76
Chhattisgarh	2.55	0.14	5.49
Goa	0.15	0.05	33.33
Gujarat	6.04	0.66	10.93
Haryana	2.54	0.30	11.81
Himachal Pradesh	0.69	0.03	4.35
Jammu & Kashmir	1.25	0.88	70.40
Jharkhand	3.30	1.04	31.52
Karnataka	6.11	0.99	16.20

Kerala	3.34	1.46	43.71
Madhya Pradesh	7.26	0.64	8.82
Maharashtra	11.24	2.21	19.66
Orissa	4.19	0.24	5.73
Punjab	2.77	1.75	63.18
Rajasthan	6.86	0.77	11.22
Tamil Nadu	7.21	0.86	11.93
Uttar Pradesh	19.96	3.87	19.39
Uttarakhand	1.01	0.15	14.85
West Bengal	9.13	2.51	27.49
India	**121.02**	**23.65**	**19.54**

Source: Census, 2011

Chart: 2.1

State-wise Percentage of Minority Population
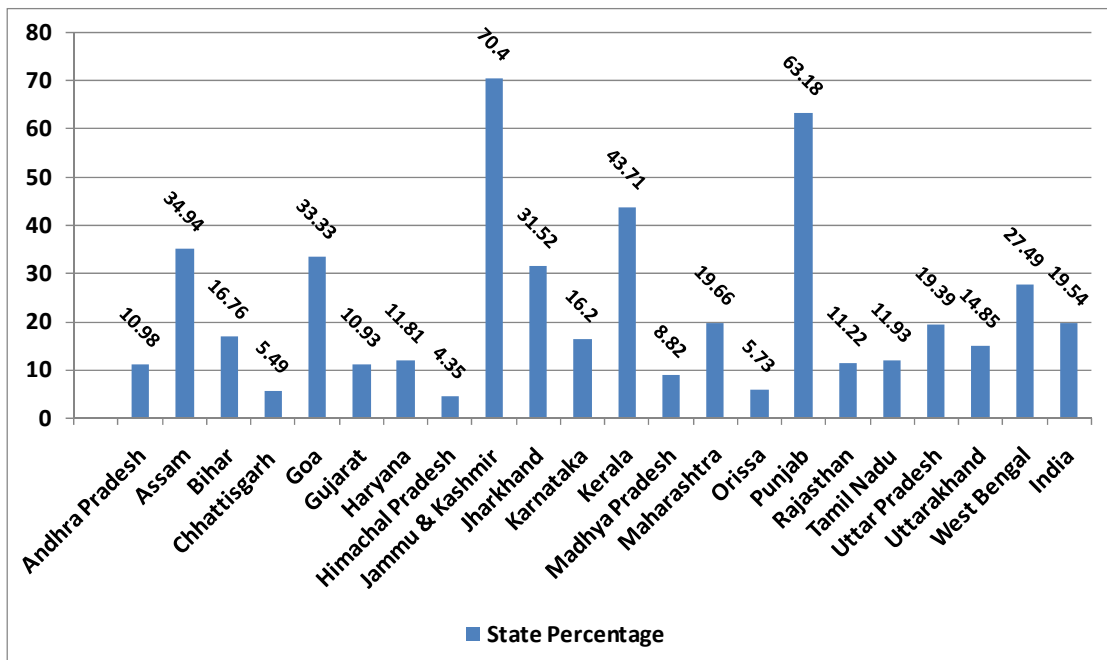
As per 2001 Census, sex ratio was reported high among Christians followed by Buddhists and Jains while it was reported low among Sikhs. Literacy rate as per 2001 Census was reported high among Jains followed by Christians, Buddhists and Sikhs while it was reported low among Muslims. Literacy rate among males was reported high as compared to literacy rate among females.

Educational levels of minorities in India are shown in Table 2.7. There has been significant increase in the educational levels among minority communities during the period of 1990-2000 to 2009-2010. However, educational levels among Muslims were reported to be poor as compared to educational levels among other minority communities. During 1990-2000, only 8 per cent minorities were graduates and above while it increased up to 13 per cent in 2009-2010. Similarly, about 14.6 per cent minorities were having higher secondary education during 1990-2000 which increased to 22.1 per cent in 2009-2010. However, only 2.7 per cent Muslims were found graduates and above during 1990-2000 which increased 3.6 per cent in 2004-2005 and 4.1 per cent in 2009-2010. The illiteracy among Muslims has significantly declined from 36 per cent in 1990-2000 to 22.3 per cent in 2009-2010.

Table: 2.7

Educational Levels of Minorities in India

Education Level / Years	Muslims	Other Minorities	Total
1990-2000			
Not Literate	36.0	18.8	30.9
Secondary and Below	55.5	58.7	54.0
Higher Secondary	5.8	14.6	9.5
Graduation and Above	2.7	8.0	5.5
2004-2005			

Not Literate	29.3	14.2	24.8
Secondary and Below	60.7	61.1	57.9
Higher Secondary	6.4	15.2	10.6
Graduation and Above	3.6	9.5	6.7
2009-2010			
Not Literate	22.3	8.8	17.1
Secondary and Below	63.8	56.2	58.2
Higher Secondary	9.8	22.1	15.5
Graduation and Above	4.1	13.0	9.2

Source: Observer Research Foundation, 2012.

Educational levels among Muslims were reported to be poor as compared to educational levels among other minority communities. The educational levels were found higher among Jains as compared to other religions. About 3.8 per cent Muslims were graduates and above as against 21.5 per cent Jains who were graduates and above (Table 2.8).

Table: 2.8

Educational Levels by Religions in India

Level of Education	Hindu	Muslim	Christian	Sikh	Buddhist	Jain
Upto Primary	54.9	65.3	45.8	46.2	54.7	1.5
Middle	16.1	15.1	17.1	16.9	17.5	12.2
Secondary	14.2	11.0	17.5	20.0	14.1	21.9
Senior Secondary	6.9	4.5	8.7	7.6	2.6	13.8
Diploma	0.7	0.4	2.19	0.9	0.3	1.0
Graduation and above	7.0	3.8	8.7	6.9	5.7	21.5

Source: Planning Commission, Government of India, 2013.

Work participation rate by religions in India is shown in Table 2.9. Overall, work participation rate has been reported high among Buddhists followed by Hindus while it was reported low (31.3 per cent) among Muslims. Work participation rate among males was reported all most double as compared to the work participation rate among females. However, work participation rate among males was reported high among Jains followed by Sikhs while it was recorded low among Muslims. Similarly, work participation rate among women belonging to Muslim communities was reported only 14.1 per cent as compared to 31.7 per cent among women belonging to Buddhism.

Table: 2.9

Work Participation Rate by Religions in India

Name of Religion	Work Participation Rate		
	Total	**Male**	**Female**
Hindu	40.4	52.4	27.5
Muslim	31.3	47.5	14.1
Christian	39.7	50.7	28.7
Sikh	37.7	53.3	20.2
Buddhist	40.6	49.2	31.7
Jain	32.9	55.2	9.2
Other Religion	48.4	52.5	44.2
India	**39.1**	**51.7**	**25.6**

Source: Census, 2001

Work participation rate by minority communities is shown in Table 2.10. Work participation rate among minority communities has significantly increased in urban areas over the period of 1999-2000 to 2009-2010. However, work participation rate among minority communities has significantly declined in rural areas in the corresponding period.

Table: 2.10

Work Participation Rate by Minority Communities

Year/Religion	Male		Female	
	Rural	**Urban**	**Rural**	**Urban**
1999-2000				
Muslims	88.88	82.29	27.89	15.76
Other Minorities	86.43	75.81	48.73	24.60
Total	88.49	79.85	47.73	21.06
2004-2005				
Muslims	88.26	84,31	29.40	18.08
Other Minorities	87.01	77.02	57.31	27.56
Total	89.13	81.03	51.73	24.28
2009-2010				
Muslims	86.21	81.40	22.07	14.25
Other Minorities	82.47	77.29	42.91	27.02
Total	86.07	79.56	39.70	19.79

Source: Observer Research Foundation, 2012.

A large segment of workers belonging to minority communities were found self employed however, they were mainly employed in tertiary sector. Again, about 2/5th Muslim workers were casual workers both in primary and secondary sectors as against 1/3rd workers belonging to other minority communities in primary sector. About 16 per cent workers belonging to Muslim communities were regular workers in secondary sector and 28 per cent Muslim workers were regular workers in tertiary sector as against 22.9 per cent workers belonging to other minority communities in secondary sector and 54.1 per cent workers from other minority communities in tertiary sector (Table 2.11).

Table: 2.11

Percentage Distribution of Workers from Minority Communities during 2009-2010

Activity	Muslims	Other Minorities	Total
Primary Sector			
Self Employed	56.3	64.9	59.0
Regular	0.9	1.7	0.9
Casual	42.91	33.3	40.01
Secondary Sector			
Self Employed	41.6	23.7	29.7
Regular	16.2	22.9	21.1
Casual	42.3	53.4	49.3
Tertiary Sector			
Self Employed	60.1	37.0	48.7
Regular	28.0	54.1	43.1
Casual	11.8	8.8	8.2

Source: Observer Research Foundation, 2012.

Population below poverty line by minority communities is shown in Table 2.12. There has been significant declined in the level of poverty among minority communities over the period of 1993-94 to 2011-2012. The poverty levels among minority communities were reported higher in rural areas as compared to urban areas. Again, poverty levels were reported higher among Muslims followed by Hindus and Christians while it was reported low among Jains and Sikhs.

Table: 2.12

Population Below Poverty Line Among Minorities

Years / Religion	Rural	Urban	Total
1993-94			
Christian	44.9	22.9	38.5
Hindus	50.5	29.7	45.6
Muslims	53.6	46.6	51.2
Jain	24.3	6.0	10.5
Sikh	19.8	10.6	19.6
2004-05			
Christian	28.7	14.1	24.5
Hindus	42.1	23.1	37.5
Muslims	44.5	41.8	43.6
Jain	10.6	2.7	4.6
Sikh	21.7	9.5	18.9
2009-2010			
Christian	23.07	12.9	20.5
Hindus	33.5	18.7	29.7
Muslims	36.2	33.9	35.4
Jain	10.0	1.7	4.5
Sikh	11.9	14.5	12.5
2011-2012			
Christian	23.2	5.5	16.4
Hindus	25.6	12.1	21.9
Muslims	26.9	22.7	25.4
Jain	0.7	3.9	3.3
Sikh	6.2	5.0	5.9

Source: Arvind Panagaria and Vishal More, 2013.

States/UTs are expected to constitute a State Level Committee for implementation of the Prime Minister's New 15 Point Programme for the welfare of minorities headed by the chief secretary with numbers consisting of the secretaries and heads of departments implementing the schemes. Similarly at the District Level Committee for implementation of the Prime Minister's New 15 Point Programme for the welfare of minorities may be constituted headed by District Magistrate with district level officers as members.

It has been observed that major sources of credit to the minorities of the public sectors and private sectors banks. However the credit flow to minorities has been less than their percentage of population in most of the state except of the Chhattisgarh and Tamil Nadu. The average loan size of the minorities is significantly less than that of average loan size for all the communities. Priority sector landing to the minorities constitute only 8 per cent however minorities account for 17.6 per cent in priority sector accounts. They raise growing need of credit support in handicraft and handlooms as most of minorities are engaged in these sectors for their sustenance. Artisan in handloom and handicraft suffer from exploitation, obsolete technology and marketing huddles. Thus minorities need a special focus for skill training, credit and other support services for promotion of self employment. In view of the removing barriers of growth, accelerating the development process and improving the quality of life, Special Multi Sectoral Development Plans are being prepared for 147 backward districts under the Backward Region Grant Fund.

The above analysis simply demonstrates that the minorities suffer from backwardness, poverty, exploitation and deprivation. The plight of minority communities is no better than other states. They are socially and economically backward and even their empowerment though initiating' welfare and developmental programmes could not yield satisfactory results. Their representation in government jobs, business operations and politico-administrative elite is far behind their share in population. The fact remains that minority communities in the some of the states feel politically dumped and isolated and are seeking religious leadership for their empowerment, and enhancing their share in government jobs and business operations through easy access to opportunities and necessary inputs.

There is no denying the fact that Muslim constitute the majority

among the minorities and are the second largest community in India. In view of their sheer number their role in the overall socio-economic development can hardly be over emphasized. However, the planned development do not show very encouraging picture so far as the Muslim community in India is concerned. Their participation in the socio-economic and political process is considered of vital importance. The social structure of Indian Muslims has been largely composed of Turks, Afghan, Persian and Arab Emigrants and large numbers of natives had embraced Islam in different regions and circumstances. Their source of income has been limited and is confined to traditional occupations such as agriculture, handicrafts, small business and trade. Muslim artisans—embroiders, weavers, goldsmiths, masons had the potential to develop themselves as prosperous class. However, the system of exploitation and their lack of habit of thriftiness prevented them from building up their business. The ordinary artisans prefer to work as wage workers in unorganized sector of employment. However, the social structure of south Indian Muslims was different from north. It was composed of Arab traders and converts of other communities. Muslim society in southern India adopted trading and agriculture and thus, they are comparatively developed. However, overall Muslims have a fragile and weak economy; bulk of Indian Muslim workforce is self-employed in the unorganized sector, constituting a fairly high majority of construction labour, rickshaw pullers, cart pullers, horse cart pullers, coolies, barbers, tailors, carpenters, footpath hawkers, fitters, electricians, welders and petty shopkeepers. They are the poorest community among all the religious communities of India.

Review of Free Coaching and Allied Scheme in India

The "Free Coaching and Allied Scheme for the candidates belonging to minority communities" was launched by this Ministry in 2007. It was modified in 2008 in order to widen its coverage. The objective of the scheme is to enhance skills and knowledge of students and candidates from minority communities to get employment in Government Sector/Public Sector Undertakings, jobs in private sector, and admission in reputed institutions in technical and professional courses at under-graduate and post-graduate levels and remedial coaching in such institutions to complete courses successfully. Under the Scheme, financial assistance is provided to coaching institutes in Government and private sector for imparting free coaching/training to candidates belonging to minority communities. In order to avail benefits under the scheme candidates/students should belong to a minority community. Candidates/students should have the requisite educational qualifications for coaching / training course they want to pursue.

The scheme aims to empower the minority communities of their skills and capabilities to make them employable in industries and services sector. Separate schemes for providing coaching to students belonging to scheduled caste, minority communities and backward classes were being implemented from 6th Five Year Plan under the Ministry of Social Justice and Empowerment, Government of India. These separate schemes were amalgamated with effect from September, 2001 into a combined Scheme of Coaching and Allied Assistance for Weaker Sections including Scheduled Castes, Other Backward Classes and Minorities. However, after the creation of Ministry of Minority Affairs, a new scheme called "Free Coaching and Allied Assistance for candidates belonging to the minority communities

is being implemented by this Ministry. The scheme has **been** made more comprehensive keeping in view the emerging trends of employment in the era of economic reforms, liberalization and globalization.

Objectives of the Scheme:

The main objective of the scheme is to assist students belonging to the minority communities by way of special coaching for the following:

a) Qualifying examinations for admission in technical/ professional courses such as engineering, law, medical, management, information technology etc. and language/aptitude examinations for seeking admission to foreign universities.

b) Competitive examinations for recruitment to Group "A", "B" and "C" services and other equivalent posts under the Central and State governments including public sector undertakings, banks, insurance companies as well as autonomous bodies;

c) Coaching/training for jobs in the private sector such as in airlines, shipping, fisheries, information technology, business process outsourcing and other IT enabled services, hospitality, tours and travels, maritime, food processing, retail, sales and marketing, bio-technology and other job oriented courses as per the emerging trend of employment. The duration of the courses should not exceed nine months.

Implementing Agencies and Eligibility:

The following types of organizations are eligible for receiving financial assistance under this Scheme:

i) All institutes in the government sector, including universities and autonomous bodies, engaged in coaching/training activities.

ii) Universities/colleges in Private Sector engaged in coaching/ training activities, including deemed Universities.

iii) Institutes in the Private Sector engaged in coaching activities/job oriented coaching/training for placement in private sectors, which are a Trusts, Companies, Partnership Firms, or Societies registered under Societies Registration Act, 1960**.**

The following are the eligibility criteria for receiving financial assistance under this Scheme:

(i) The institutes should have the required number of qualified faculty members either on its pay roll or on part-time basis.

(ii) The institutes should have necessary infrastructure such as premises, library, requisite equipment etc. to run the coaching classes/training centers.

(iii) The institutes should have experience of imparting coaching/ training in the relevant Course/Programme.

(iv) Coaching institutes should have a minimum success rate of 15 per cent in respect of training institute; 50 per cent placement, including self employment if they have been conducting coaching in the past years.

(v) Coaching/training for industry specific courses/jobs will be encouraged for Private Sector jobs; like Plastic Technology etc**.**

(vi) Ministry of Minority Affairs may empanel institutes to apply directly to the Ministry from time to time.

Eligibility Criteria for Candidates:

i) Candidates must have secured the requisite percentage of marks in the qualifying examination prescribed for admission into the desired courses/recruitment examinations.

ii) Only candidates belonging to the Minority Communities, having total family income from all sources not exceeding Rs.3.00 lakh per annum, will be eligible under the Scheme.

iii) Benefits of coaching/training under the scheme can be availed by a particular student once only, irrespective of the number of chances he/she may be entitled to in a particular Competitive Examination. The coaching/training institution will be required to take an Affidavit from the student that he/she has not taken any benefit under this Scheme earlier.

iv) Candidates covered under the scheme shall have to attend all classes. In the event of any student remaining absent for more than 15 days, without any valid reason or leaving the coaching/training midway, the entire expenditure incurred on the candidate will be recovered from the institute/student/candidate concerned.

v) 30 per cent of the numbers sanctioned for coaching/training shall be earmarked for girl students/candidates. It may be transferred to boy students only in case girl students/candidates meeting the standards for coaching/training set by the institute are not available.

Funding of the Scheme:

Under the scheme 100 per cent financial assistance is being provided to the selected coaching/training institutes. Stipend is given by the Ministry for maintenance of the students/candidates. The details of the rates of financial assistance are given in Table 3.1.

Table: 3.1
Rates of Financial Assistance Under the Scheme

Sl. No.	Type of Coaching/ Training	Coaching/ Training Fee Per Candidate	Amount of Stipend Per Month
1.	Group "A Services	As fixed by the institute, subject to a maximum ceiling of Rs. 20,000/-	Rs.3000 /- for outstation candidates, Rs. 1500/-for local Candidates

2.	Group "B Services	As fixed by the institute, subject to a maximum ceiling of Rs. 20,000/-.	-Do-
3.	Group "C Services	As fixed by the institute, subject to a maximum ceiling of Rs. 15,000/-.	-Do-
4.	Entrance examination for technical/professional courses	As fixed by the institute, subject to a maximum ceiling of Rs. 20,000/-	-Do-
5.	Coaching/Training for jobs in Private Sectors	As fixed by the institute, subject to a maximum ceiling of Rs. 20,000/-.	-Do

The grant-in-aid released by the Ministry is being deposited directly into an account **of** the institute. The grant-in-aid is released as per norms prescribed in the General Financial Rules and by the Ministry. Funds are released to the selected institutes in two equal installments. The First Installment is released once the list of selected students/candidates to be coached / trained is furnished by the institute to the Ministry of Minority Affairs and also placed on the website of the institute. The Second Installment will be released only on completion of the coaching/training course, submission of list of students/candidates trained/coached and their result/ outcome or placement status in the prescribed proforma. Government of India reserves the right to release funds in subsequent years after inspection of the organization by the Central Government/State Government/UT Administration or any other agency designated by the Ministry. The Government of India reserves this right exclusively to get inspection conducted in subsequent years.

Physical and financial performance of the scheme is shown in Table 3.2. During 2007-08 to 2013-14, Rs. 108 crores were allocated under the scheme however estimates were revised and budgetary allocation significantly declined to Rs. 76.17 crores during the corresponding period. Overall, Rs. 84.45 crores was released under the

scheme upto January 31, 2014. During the corresponding period, 34002 candidates were imparted training / coaching as against the target of 36760 candidates.

<div align="center">

Table: 3.2

Budgetary Allocation Under Free Coaching and Allied Scheme

</div>

(Rs. Crores)

Year	Allocation		Release	Number of Beneficiaries (Targeted)	Number of Beneficiaries (Achieved)
	Budget Estimate	Revised Estimates			
2007-08	10	10	5.74	4000	4097
2008-09	10	8.75	7.30	4000	5522
2009-10	12	12	11.22	5000	5522
2010-11	15	15	14.37	5760	4845
2011-12	16	16	15.98	6000	7340
2012-13	20	14.42	14.00	6000	6676
2013-14	25	--	15.84	6000	--

Source: Ministry of Minority Affairs, Government of India, 2014.

<div align="center">

Chart: 3.1

Budget Released Under Free Coaching and Allied Scheme

</div>

(Rs. Crores)
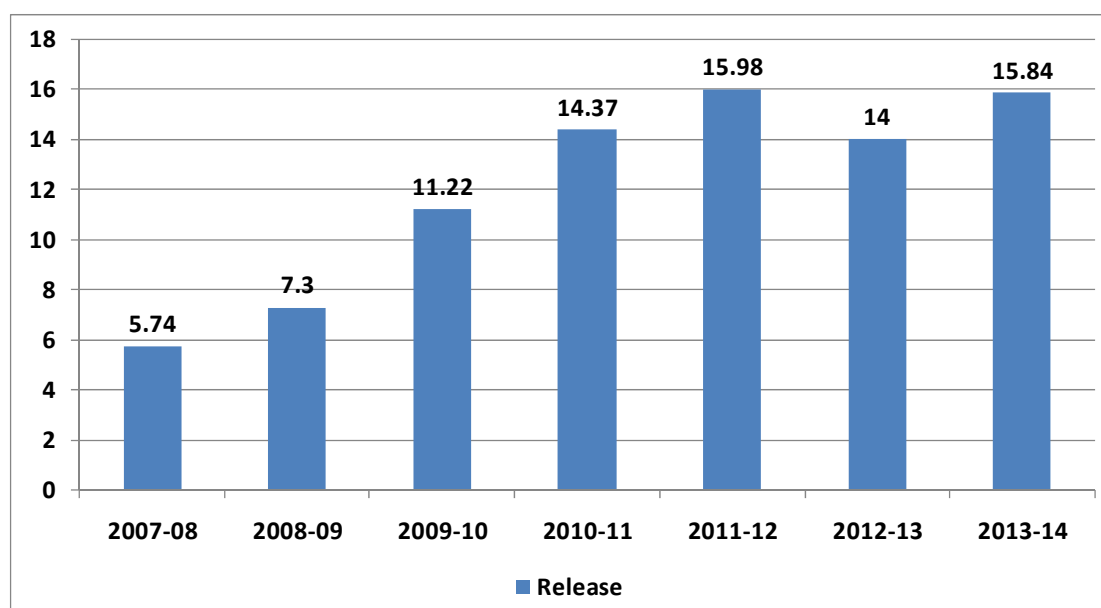
Number of Beneficiaries Under Free Coaching and Allied Scheme
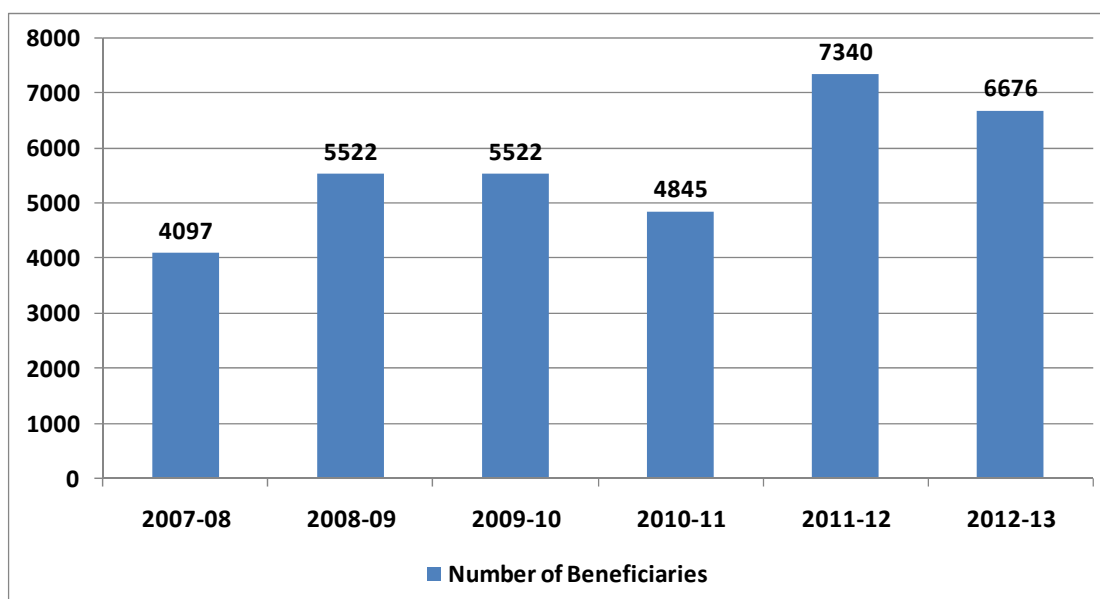
State-wise number of students enrolled under the scheme is shown in Table 3.3. There has been increasing trend in the number of students enrolled under the scheme over the period of 2006-07 to 2013-2014. However, there has been phenomenal growth in the number of students enrolled under the coaching scheme during 2013-14. The proportion of enrolled students was recorded high in Andhra Pradesh followed by Uttar Pradesh and West Bengal. However, there has been fluctuating trend in the number of students enrolled under the coaching. During 2010-11, a large number of students were found enrolled in Maharashtra while during 2009-10, the number of enrolled students was reported high West Bengal.

State-wise Number of Students Enrolled under Free Coaching Scheme in India

State	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Andhra Pradesh	--	185	650	100	50	200	300	2207
Tamil Nadu	--	--	--	--	150	50	150	100
Uttar Pradesh	--	675	685	150	225	980	1695	2110
West Bengal	--	--	623	2050	50	1200	500	700
Bihar	--	--	--	100	500	1000	400	50
Haryana	--	50	140	40	100	200	100	150
Jammu and Kashmir	--	240	--	--	--	500	150	190
Madhya Pradesh	--	90	220	215	--	150	350	450
Maharashtra	--	--	980	130	2200	200	320	430
Manipur	--	160	118	230	30	--	700	200
Mizoram	--	--	--	50	--	--	--	--
Rajasthan	690	1004	75	682	50	350	250	100
India	**690**	**4097**	**5522**	**5532**	**4045**	**7880**	**6716**	**9997**

Source: Ministry of Minority Affairs, Government of India, 2014.

Chart: 3.3

Students Enrolled under Free Coaching Scheme in India During 2013-14
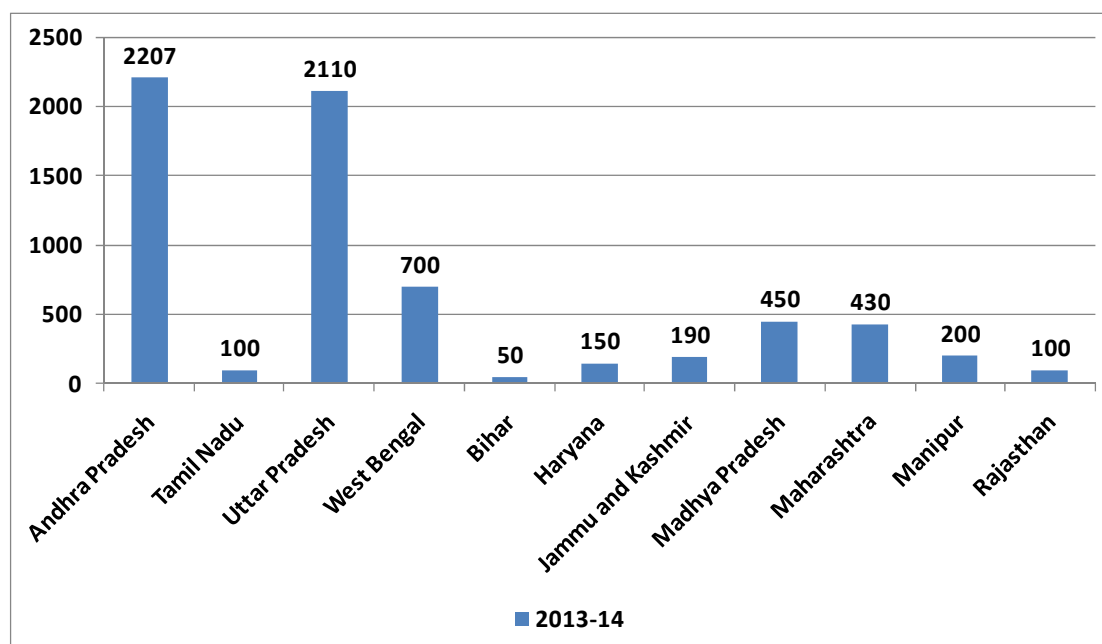
State-wise release of funds under Free Coaching Scheme in India is shown in Table 3.4. There has been increasing trend in the release of funds under the scheme across the states. However, higher growth has been recorded in the release of funds under the scheme during 2012-13 and 2013-14. The high proportion of amount released under the scheme was recorded in Uttar Pradesh followed by West Bengal, Madhya Pradesh, Maharashtra and Bihar.

Table: 3.4

State-wise Release of Funds under Free Coaching Scheme in India

(Rs. In Lakh)

State	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Andhra Pradesh	--	32.06	49.27	17.05	37.24	26.61	70.40	39.87
Tamil Nadu	--	--	--	--	14.95	3.96	6.52	23.16
Uttar Pradesh	--	102.06	82.24	80.10	53.09	150.18	343.62	646.21
West Bengal	--	--	76.02	419.19	370.31	196.04	154.95	254.83
Bihar	--	--	--	13.08	84.69	269.10	111.51	90.46
Haryana	--	1.40	15.90	16.81	11.59	34.93	38.75	31.35
Jammu and Kashmir	--	9.2	--	9.2	--	47.50	216.25	26.24
Madhya Pradesh	--	12.55	22.32	48.81	11.29	17.92	12.37	235.26
Maharashtra	--	--	116.09	16.93	581.99	23.37	57.73	123.70
Manipur	--	15.67	14.99	37.66	7.95	10.16	92.06	65.24
Mizoram	--	53.58	29.47	9.48	65.56	96.01	25.61	14.44
Rajasthan	41.37	152.95	75.70	155.35	19.32	39.08	61.27	91.90
India	**41.37**	**474.15**	**729.96**	**1121.18**	**1437.31**	**1598.00**	**1399.74**	**2366.42**

Source: Ministry of Minority Affairs, Government of India, 2014.

Educational development schemes launched by the Ministry of Minority Affairs, Government of India have significant impact on educational empowerment of minority communities. Free Coaching Scheme launched by the Ministry has created opportunities for minority communities for their educational advancement and employment in industry and services sector. The physical and financial performance of the scheme also demonstrates that the scheme is significantly contributing towards the educational empowerment and employment generation among minority communities.

Chapter: 4

Performance of Coaching Institutions

Infrastructural facilities have direct bearing on the success rate and academic environment of the institutions. Infrastructural facilities include library including subscription of journals, magazines, newspapers, availability of internet; class rooms with adequate sitting capacity, audio visual equipments, toilets, availability of drinking water, building with administrative block and rooms for staff and other purposes. Creation of infrastructure for the coaching institutions will not be sufficient for ensuring academic environment but effective utilization of infrastructure and social commitment and accountability of the faculty and staff is also imperative to improve the overall success rate of coaching institutions.

Status of library resources is shown in Table 4.1. On an average, the area of library was reported 16.04 sq.mt. This was recorded high in Andhra Pradesh due to selection of government and laws coaching institutions. The sitting capacity in library was reported to be low. The average number of volumes in library was recorded 545, however, this was reported significantly high in Andhra Pradesh. The subscription of journals, magazines and newspapers has been reported to be low. Average number of computers with internet facility was reported to be highly insignificant except in the state of Andhra Pradesh.

Overall, library resources are reported to be grossly inadequate to ensure quality of teaching and learning. Library resources are not useful only for students but these are equally useful for the faculty members.

Status of Library Resources

State	Average Area Of Library In Sq. Mt	Average Seating Capacity	Average No. Of Volumes	Average No. Of Journals Subscribed	Average No. Of Magazines Subscribed	Average No Of New Papers Subscribed	Average No. Of Computers With Internet
Andhra Pradesh	59.23	50	2562	4	7	4	7
Bihar	9.26	10	250	3	3	3	2
Haryana	13.46	15	375	3	3	3	3
Jammu & Kashmir	5.93	8	164	2	2	3	1
Madhya Pradesh	5.64	7	227	2	2	3	2
Maharashtra	17.89	22	437	3	3	4	3
Manipur	7.25	8	158	2	2	3	1
Mizoram	19.80	25	478	3	3	4	2
Rajasthan	8.25	9	259	3	3	3	1
Tamil Nadu	15.85	17	378	3	5	4	4
Uttar Pradesh	11.56	13	390	2	3	3	1
West Bengal	18.40	20	868	2	3	3	2
Total	**16.04**	**17**	**545.50**	**2.67**	**3.25**	**3.33**	**2.45**

Source: Field Survey.

Majority of the institutions were found situated in rented building. This was found significantly in the state of Uttar Pradesh, Jammu and Kashmir, Manipur and Tamil Nadu. Only 28 per cent coaching institutions were located in own building (Table 4.2).

Table: 4.2

Status of Premises of Institutions

State	Rented	Owned by Institution	Total No. of Institution Visited
Andhra Pradesh	2	2	4
Bihar	2	0	2
Haryana	1	1	2
Jammu & Kashmir	4	0	4
Madhya Pradesh	1	4	5
Maharashtra	1	1	2
Manipur	7	0	7
Mizoram	1	2	3
Rajasthan	5	3	8
Tamil Nadu	3	0	3
Uttar Pradesh	15	3	18
West Bengal	1	1	2
Total	**43 (71.67%)**	**17 (28.33%)**	**60 (100%)**

Source: Field Survey.

Availability of infrastructure facilities is shown in Table 4.3. Average number of classes in coaching centres has been reported to be four while the average sitting capacity was recorded 175. This was recorded high in West Bengal followed by Andhra Pradesh, Haryana and Maharashtra. Though, average number of computers in coaching institutions has been reported to be 18 however, most of these are not linked with internet facility. The average number of computers was recorded high in Maharashtra followed by West Bengal and Andhra

Pradesh. The other modern teaching equipments, audio-visual aids, photocopiers were also reported to be inadequate.

Table: 4.3

Availability of Infrastructure Facilities

State	Average No. Of Class Rooms	Average Seating Capacity	Average No. Of Audio/ Visual Aids	Average No. Of Photo Copiers	Average No. Of Computers	Average No. Of Printers	Average No. Of Any Other Equipment/ Study Aids
Andhra Pradesh	5	250	2	2	25	4	2
Bihar	2	100	1	1	6	2	2
Haryana	4	200	2	2	18	2	3
Jammu & Kashmir	2	100	1	1	12	1	0
Madhya Pradesh	3	150	1	1	5	2	1
Maharashtra	4	200	2	2	55	5	3
Manipur	2	100	0	1	9	1	0
Mizoram	3	150	3	2	19	3	1
Rajasthan	2	100	1	1	11	2	1
Tamil Nadu	3	150	2	2	17	2	2
Uttar Pradesh	3	150	1	1	7	1	1
West Bengal	9	450	2	3	27	2	2
Total	**4**	**175**	**6**	**2**	**18**	**2**	**2**

Source: Field Survey.

Availability of basic amenities in coaching institutions is shown in Table 4.4. Though, most of the coaching institutions reported that they are providing hostel facility to their students. However, most of the

hostels were in double occupancy. The hostel facility for students was recorded high in West Bengal, Rajasthan and Haryana. About half of the states reported that mess facility is not available in hostel. It is to be noted that private buildings have been hired for providing hostel facility to the enrolled students by the coaching institutions. These buildings are not suitable for proper accommodation of students. The toilet facility in the coaching institutions has also been reported to be grossly inadequate.

Table: 4.4

Availability of Basic Amenities

State	Average. No. of Gents Toilets	Average No. of Ladies Toilets	Average No. of Water Coolers/ Refrigerators	Availability of Hostel Facilities		Availability of Mess	Availability of any other Amenities
				Single Room	Double Room		
Andhra Pradesh	3	2	2	20	30	Yes	Yes
Bihar	2	2	0	0	0	No	No
Haryana	2	2	2	150	0	Yes	Yes
Jammu & Kashmir	1	1	1	0	0	No	No
Madhya Pradesh	2	2	1	0	0	No	No
Maharashtra	3	3	2	0	75	Yes	Yes
Manipur	1	1	0	0	0	No	No
Mizoram	2	2	1	0	0	No	No
Rajasthan	2	2	1	0	119	Yes	Yes
Tamil Nadu	2	2	1	0	0	No	No
Uttar Pradesh	2	2	1	0	32	Yes	Yes
West Bengal	5	5	2	0	200	Yes	Yes
Total	**2**	**2**	**2**	**14**	**38**	**NA**	**NA**

Source: Field Survey.

Availability of human resources is shown in Table 4.5. Average number of faculty members has been reported to be significantly high as in the state of Maharashtra, average number of faculty per institution was reported 1159. This is because of the fact that C-DAC is a government-run coaching institution which has been allocated 10 states for imparting training and coaching by the Ministry. The institution has provided information of faculty members, covering all the branch offices in its jurisdiction areas. However, average number of staff has been reported to be low.

Table: 4.5

Availability of Human Resources

State	Average No. of Faculty Members			Average No. of office staffs		
	Male	Female	Total	Male	Female	Total
Andhra Pradesh	20	10	30	4	3	7
Bihar	8	2	10	2	2	4
Haryana	7	4	11	3	2	5
Jammu & Kashmir	7	2	9	2	2	4
Madhya Pradesh	7	5	12	2	3	5
Maharashtra	1135	24	1159	11	7	18
Manipur	7	4	11	1	3	4
Mizoram	6	3	9	2	3	5
Rajasthan	12	5	17	3	2	5
Tamil Nadu	8	3	11	2	2	4
Uttar Pradesh	7	4	11	3	1	4
West Bengal	11	3	14	3	2	5
Total	**103**	**6**	**109**	**3**	**3**	**6**

Source: Field Survey.

Enrolment for last three years in coaching institutions is shown in Table 4.6. The enrolment for training for job in private sectors was recorded significantly high (61 per cent) followed by entrance examination for technical / professional courses (38.7 per cent). Women candidates constituted 28.79 per cent in the total enrolment for the last three years. The proportion of female students was recorded high in case of entrance examination for technical / professional courses (33.6 per cent) followed by Group-C services (33.3 per cent). Overall, the proportion of students belonging to Muslim communities was recorded high (83.49 per cent).

Table: 4.6

Category-wise Enrolment in Coaching Institutions

Type of Coaching	Total Enrolment			Muslims			Sikhs			Christians			Budhists/ Parsis		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Group-A	141	39	**180**	128	27	155	12	12	24	1	0	1	0	0	0
Group-B	193	78	**271**	186	59	245	6	9	15	2	9	11	0	0	0
Group-C	311	149	**460**	300	145	445	8	6	14	0	1	1	0	0	0
Entrance Examination for Technical/ Professional	2547	1289	**3836**	2420	1131	3551	17	28	45	103	129	232	8	0	8
Training for Job in Private Sectors	3816	1280	**5096**	3103	710	3813	78	40	118	357	319	676	248	241	489
Remedial Coaching/Tuition	0	0	**0**	0	0	0	0	0	0	0	0	0	0	0	0
Coaching For Recruitment	41	15	**56**	41	15	56	0	0	0	0	0	0	0	0	0
Total	7049	2850	9899	6178	2087	8265	121	95	216	463	458	921	256	241	497

Source: Field Survey.

Overall, female candidates accounted for 28.79 percent in the enrolment in different courses of the institutions during last three years. The proportion of female students was recorded high in Andhra Pradesh (81.51 per cent) followed by Mizoram (50.25 per cent), Tamil Nadu (50 per cent), Madhya Pradesh (43.4 per cent), Uttar Pradesh (38.37 per cent) and Manipur (38.22 per cent) (Table 4.7).

Table: 4.7

State-wise Enrolment in Coaching Institutions

State	Male	Female	Total
Andhra Pradesh	98	432	530
	18.49%	81.51%	100%
Tamil Nadu	125	125	250
	50%	50%	100%
Uttar Pradesh	1555	968	2523
	61.63%	38.37%	100%
West Bengal	582	168	750
	77.6%	22.4%	100%
Bihar	374	46	420
	89.05%	10.95%	100%
Haryana	347	53	400
	86.75%	13.25%	100%
Jammu & Kashmir	430	220	650
	66.15%	33.85%	100%
Madhya Pradesh	226	174	400
	56.50%	43.40%	100%
Maharashtra	1957	619	2576
	75.97%	24.03%	100%
Manipur	278	172	450
	61.78%	38.22%	100%
Mizoram	199	201	400
	49.75%	50.25%	100%
Rajasthan	478	72	550
	86.91%	13.09%	100%
Total	**7049**	**2850**	**9899**
	71.21%	**28.79%**	**100%**

Source: Field Survey.

State-wise Enrolment in Coaching Institutions
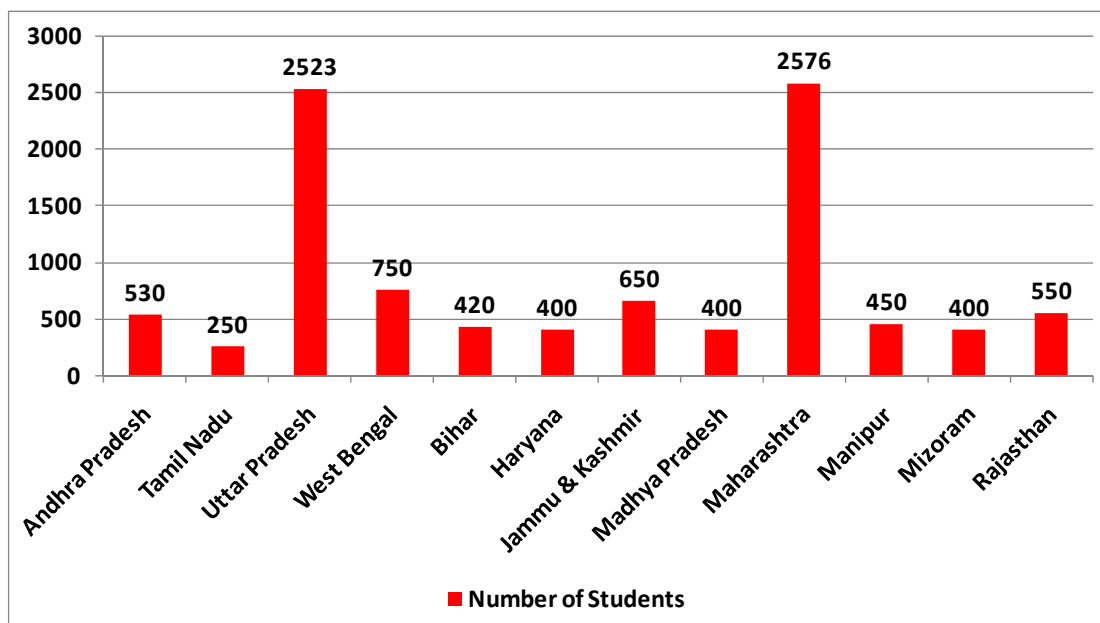
The proportion of female students was recorded high in entrance examination for technical / professional courses (33.60 per cent) followed by Group-C courses (32.39 per cent). The proportion male students was recorded high in Group-A courses followed by Group-B courses in the total enrolment in coaching institutions during last three years (Table 4.8).

Table: 4.8

Gender-wise Enrolment in Courses

Group	Male	Female	Total
Group-A	141	39	180
	78.33%	21.67%	100%
Group-B	193	78	271
	71.23%	28.78%	100%
Group-C	311	149	460
	67.61%	32.39%	100%
Entrance Examination for	2547	1289	3836

Technical/ Professional courses	66.39%	33.60%	100%
Coaching / Training for job in Private Sectors	3816	1280	5096
	74.88%	25.12%	100%
Remedial Coaching	0	0	0
	0%	0%	0%
Coaching for Recruitment	41	15	56
	73.21%	26.79%	100%
Total	**7049**	**2850**	**9899**
	71.21%	**28.79%**	**100%**

Source: Field Survey.

Overall, Muslims constituted 83.49 per cent in the total enrolment in coaching institutions during last three years. The proportion of Christian students was recorded significant (9.30 per cent) however, the proportion of Sikh students was recorded low (2.18 per cent). The proportion of Muslim students was recorded high in coaching for recruitment (100 per cent) followed by Group-C courses (96.74 per cent), entrance examination for technical / professional courses (92.57 per cent) and Group-B courses (90.41 per cent). The proportion of Sikh students was recorded high in Group-A courses while Christians accounted significant share in coaching/training for job in private sectors. Similarly, the proportion of Buddhists/Parsis was recorded high in coaching/training for job in private sectors (Table 4.9).

Table: 4.9

Religion-wise Enrolment

Group	Muslims	Sikh	Christian	Buddhist/ Parsis	Total
Group-A	155	24	1	0	180
	86.11%	13.33%	0.56%	0%	100%

Group-B	245	15	11	0	271
	90.41%	5.54%	4.06%	0%	100%
Group-C	445	14	1	0	460
	96.74%	3.04%	0.22%	0%	100%
Entrance Examination for Technical / Professional Courses	3551	45	232	8	3836
	92.57%	1.17%	6.05%	0.21%	100%
Coaching /Training for job in Private sectors	3813	118	676	489	5096
	74.82%	2.32%	13.27%	9.59%	100%
Remedial Coaching	0	0	0	0	0
	0%	0%	0%	0%	0%
Coaching for Recruitment	56	0	0	0	56
	100%	0%	0%	0%	100%
Total	**8265**	**216**	**921**	**497**	**9899**
	83.49%	**2.18%**	**9.30%**	**5.02%**	**100%**

Source: Field Survey.

Chart: 4.2

Religion-wise Enrolment
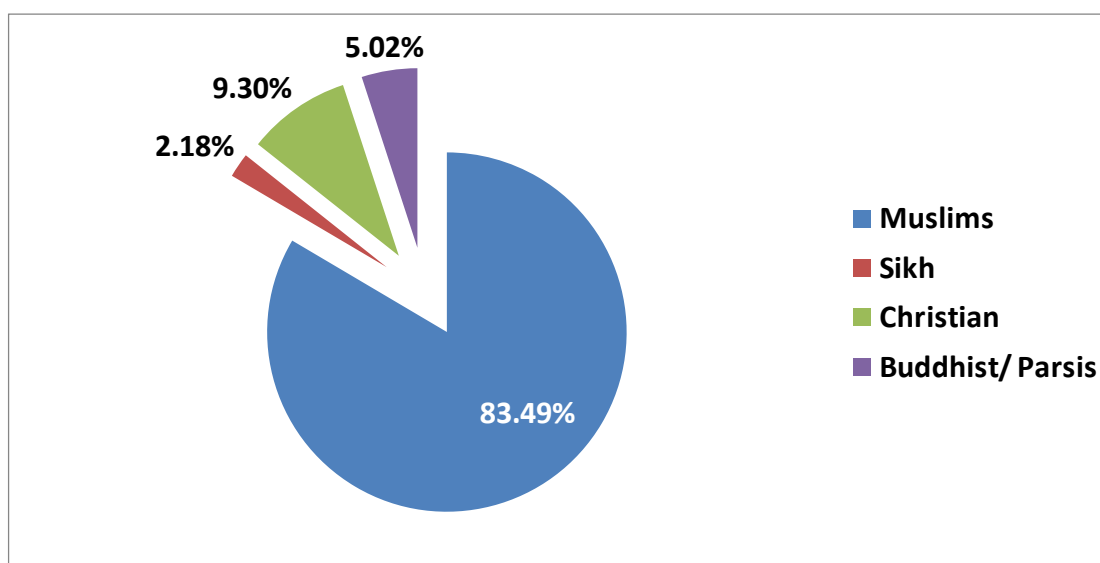
Gender and religion-wise enrolment in coaching institutions is shown in Table 4.10. The proportion of female students was recorded

high in Christians followed by Buddhists / Parsis and Sikhs, while the proportion of female students was recorded about 1/4th in Muslims.

Table: 4.10

Gender and Religion-wise Enrolment in Coaching Institutions

Religion	Male	Female	Total
Muslim	6178	2087	8265
	74.75%	25.25%	100%
Sikh	121	95	216
	56.02%	43.98%	100%
Christian	463	458	921
	93.16%	49.73%	100%
Buddhist/ Parsis	256	241	497
	51.51%	48.49%	100%
Total	**7049**	**2850**	**9899**
	71.21%	**28.79%**	**100%**

Source: Field Survey.

State and category-wise enrolment in coaching institutions during last three years is shown in Table 4.11. More than half of the enrolment was recorded in coaching/training for job in private sectors while about 2/5th enrolment was found in entrance examination for technical / professional courses. The enrolment in Group-A, B and C courses was recorded high in the state of Bihar followed by Uttar Pradesh and Madhya Pradesh. The enrolment in entrance examination for technical / professional courses was recorded high in Andhra Pradesh (100 per cent) followed by Uttar Pradesh (82.09 per cent), West Bengal (73.77 per cent) and Madhya Pradesh (68.75 per cent). Enrolment in coaching/ training for job in private sectors was recorded high in Jammu and Kashmir, Maharashtra, Tamil Nadu, Haryana, Manipur and Mizoram.

Enrolment in coaching for recruitment was found significant in Uttar Pradesh.

Table: 4.11

State and Category-wise Enrolment in Coaching Institutions

State	Group A	Group B	Group C	Entrance Examination For Technical / Professional Result	Coaching/ Training For Jobs In Private Sectors Result	Remedial Coaching/ Tuition Result	Coaching For Recruitment Result	Total
Andhra Pradesh	0	0	0	530	0	0	0	530
	0%	0%	0%	100%	0%	0%	0%	100%
Tamil Nadu	0	0	0	50	200	0	0	250
	0%	0%	0%	20%	80%	0%	0%	100%
Uttar Pradesh	25	141	90	2071	140	0	56	2523
	0.99%	5.59%	3.57%	82.09%	5.55%	0%	2.22%	100%
West Bengal	0	0	200	550	0	0	0	750
	0%	0%	26.67%	73.77%	0%	0%	0%	100%
Bihar	110	20	70	20	200	0	0	420
	26.19%	4.76%	16.67%	4.76%	47.62%	0%	0%	100%
Haryana	20	10	0	20	350	0	0	400
	5%	2.5%	0%	5%	87.50%	0%	0%	100%
Jammu & Kashmir	0	0	0	0	650	0	0	650
	0%	0%	0%	0%	100%	0%	0%	100%
Madhya Pradesh	25	100	0	275	0	0	0	400
	6.25%	25%	0%	68.75%	0%	0%	0%	100%
Maharashtra	0	0	0	0	2576	0	0	2576
	0%	0%	0%	0%	100%	0%	0%	100%
Manipur	0	0	50	100	300	0	0	450
	0%	0%	11.11%	22.22%	75%	0%	0%	100%
Mizoram	0	0	0	100	300	0	0	400
	0%	0%	0%	25%	75%	0%	0%	100%
Rajasthan	0	0	50	120	380	0	0	550
	0%	0%	9.09%	21.82%	69.09%	0%	0%	100%
Total	**180**	**271**	**460**	**3836**	**5096**	**0**	**56**	**9899**
	1.81%	2.74%	4.65%	38.75%	51.48%	0%	0.57%	100%

Source: Field Survey.

Most of the institutions are providing handouts and conducting tests for the students. However, about half of the institutions in West

Bengal and Bihar reported that they are not providing handouts to their students. Similarly, only 20 per cent coaching institutions are lending books and have the provision of book banks for the students. Only 2/5th institutions reported that they are providing assignments and checking them. This was found more pronouncing in Andhra Pradesh, Haryana, Maharashtra and Mizoram. About 2/3rd institutions in Mizoram reported that they are conducting sessions on problem solving for students (Table 4.12).

Table: 4.12

Level of Support Services Being Provided to Students

State	Handouts	Assignment Check and Follow Up	Problem Solving	Test	Book Banks	Lending of Books	Total
Andhra Pradesh	4	4	3	4	2	2	4
	100%	100%	75%	100%	50%	50%	100%
Tamil Nadu	3	1	0	3	0	0	3
	100%	33.33%	0%	100%	0%	0%	100%
Uttar Pradesh	18	7	2	18	3	3	18
	100%	38.89%	11.11%	100%	16.67%	16.67%	100%
West Bengal	1	1	1	2	1	1	2
	50%	50%	50%	100%	50%	50%	100%
Bihar	1	0	0	2	0	0	2
	50%	0%	0%	100%	0%	0%	100%
Haryana	2	2	1	2	1	1	2
	100%	100%	50%	100%	50%	50%	100%
Jammu & Kashmir	4	0	0	4	0	0	4
	100%	0%	0%	100%	0%	0%	100%
Madhya Pradesh	5	1	1	5	0	0	5
	100%	20%	20%	100%	0%	0%	100%
Maharashtra	2	2	0	2	1	1	2
	100%	100%	0%	100%	50%	50%	100%
Manipur	7	2	1	7	1	1	7
	100%	28.57%	14.29%	100%	14.29%	14.29%	100%
Mizoram	3	2	2	3	1	1	3

	100%	66.67%	66.67%	100%	33.33%	33.33%	100%
Rajasthan	8	2	2	8	2	2	8
	100%	25%	25%	100%	25%	25%	100%
Total	**58**	**24**	**13**	**60**	**12**	**12**	**60**
	96.67%	**40%**	**21.67%**	**100%**	**20%**	**20%**	**100%**

Source: Field Survey.

Duration of classes for different type of courses is shown in Table 4.13. The duration of classes / lectures has been reported to be 1.5 hours to 2 hours. Total number of classes has been reported to be high in case of entrance examination for technical / professional courses (459) followed coaching / training for job in private sector (440) and Group-A services (375). Total number of tests conducted by the coaching institutions is ranging in between 6 to 12. The duration of coaching has been reported to be 4 to 6 months.

Table: 4.13

Duration of Classes for Different Type of Courses

Name of Coaching	Months	Total No. of Days	Total No. of Classes Held	Total No. of Test Conducted	Duration of Lectures/ Class
Group A Services	5.5	125	375	12	2.0 Hours
Group B Services	4.5	101	202	12	2.0 Hours
Group C Services	4.5	113	224	12	2.0 Hours
Entrance Examination for Technical/ Professional	6	153	459	6	1.5 Hours
Coaching/ Training for Jobs in Private Sectors	5.5	222	440	7	1.5 Hours
Remedial Coaching/ Tuition	0	0	0	0	0
Coaching for Recruitment	4	102	200	6	1.5 Hours

Source: Field Survey.

Pattern of expenditure of grant received is shown in Table 4.14. During last three years, more than half of the expenditure was incurred on honorarium to visiting faculty while about 1/4th amount has incurred

on stipend to the students. Wages and salaries of staff accounted for less than 6 per cent while printing and photocopying of reading materials accounted for about 4 per cent. Thus, large chunk of grant is being utilized for honorarium to the faculty.

Table: 4.14

Pattern of Expenditure of Grant Received

Head of Expenditure	2012-13	2011-12	2010-11
Advertising	1.18%	0.85%	.82%
Wages and Salaries of Staff	6.24%	5.92%	5.90%
Honorarium to visiting Faculty	58.35%	53.45%	54.55%
Maintenance	1.22%	1.20%	1.51%
Equipments	0%	2.78%	2.93%
Library & Books	0.84%	0.95%	1.71%
Xeroxing/ Typing/ Printing of Study Materials	0.82%	4.27%	3.98%
Stipend	29.87%	25.97%	24.75%
Any Other	1.12%	2.0%	1.85%
Misc.	1.18%	2.61%	2.0%
Total	**100.00**	**100.00**	**100.00**

Source: Field Survey.

Religion-wise success rate in coaching institutions is shown in Table 4.15. About half of the enrolled students were succeeded in the examinations / courses. This was found significantly high among students belonging to Sikh community (68.52 per cent) while it was recorded low for the students belonging to Christian community. The success rate has been reported significantly high for the coaching / training for job in private sectors (54.20 per cent) followed by entrance

examination for technical /professional courses (51.33 per cent). However, it was recorded low in Group-C services (19.78 per cent). Most of the Sikh students enrolled for coaching / training for job in private sectors were succeeded while all the Christian students enrolled for Group-A and C services were succeeded.

Table: 4.15

Religion-wise Success Rate in Coaching Institutions

Group	Muslims	Sikh	Christian	Buddhist	Parsis	Total
Group-A	49	6	1	0	0	56
	31.61%	25%	100%	0%	0%	31.11%
Group-B	78	8	4	0	0	90
	31.84%	53.33%	36.36%	0%	0%	33.21%
Group-C	88	2	1	0	0	91
	19.77%	14.29%	100%	0%	0%	19.78%
Entrance Examination for Technical/ Professional Courses	1840	16	111	2	0	1969
	51.82%	35.46%	47.85%	25%	0%	51.33%
Coaching/Training for job in Private Sectors	2162	116	259	225	0	2762
	56.7%	98.31%	38.31%	46.01%	0%	54.20%
Remedial Coaching	0	0	0	0	0	0
Coaching for Recruitment	0	0	0	0	0	0
Total	**4217**	**148**	**376**	**227**	**0**	**4968**
	51.02%	**68.52%**	**40.83%**	**45.67%**	**0%**	**50.19%**

Source: Field Survey.

Religion-wise Success Rate in Coaching Institutions
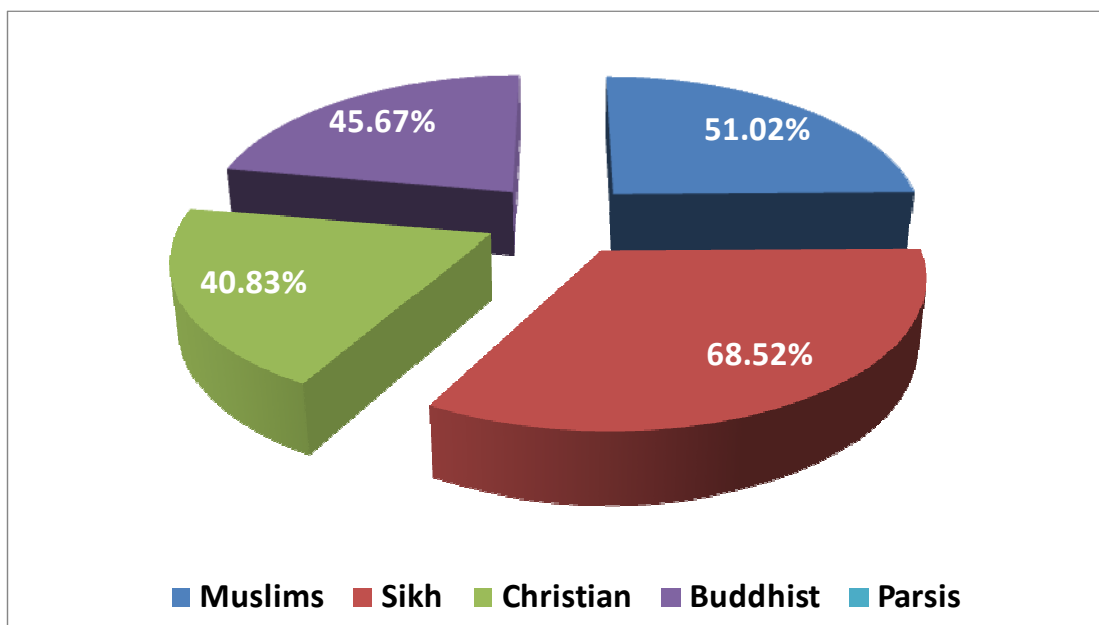
State-wise success rate in coaching institutions is shown in Table 4.16. The success rate has been recorded high in the state of Haryana (91.75 per cent) followed by Andhra Pradesh (57.74 per cent), Maharashtra (57.14 per cent) and Rajasthan (55.82 per cent). The success rate was recorded low in the state of Tamil Nadu (26 per cent) followed by Madhya Pradesh (37.25 per cent).

Table: 4.16

State and Category-wise Success Rate in Coaching Institutions

State	Group A	Group B	Group C	Entrance Examination For Technical / Professional Result	Coaching/ Training For Jobs In Private Sectors Result	Remedial Coaching/ Tuition Result	Coaching For Recruitment Result	Total
Andhra Pradesh	0	0	0	306	0	0	0	306
	0%	0%	0%	57.74%	0%	0%	0%	57.74%
Tamil Nadu	0	0	0	46	19	0	0	65
	0%	0%	0%	92%	9.5%	0%	0%	26%
Uttar Pradesh	7	32	49	1077	0	0	0	1165
	28%	22.70%	54.44%	52%	0%	0%	0%	46.18%

State								
West Bengal	0	0	0	290	0	0	0	290
	0%	0%	0%	52.73%	0%	0%	0%	52.73%
Bihar	33	9	1	0	128	0	0	171
	30%	45%	1.43%	0%	64%	0%	0%	40.71%
Haryana	6	4	0	7	350	0	0	367
	30%	40%	0%	35%	100%	0%	0%	91.75%
Jammu & Kashmir	0	0	0	0	319	0	0	319
	0%	0%	0%	0%	49.08%	0%	0%	49.08%
Madhya Pradesh	10	45	0	94	0	0	0	149
	40%	45%	0%	34.18%	0%	0%	0%	37.25%
Maharashtra	0	0	0	0	1472	0	0	1472
	0%	0%	0%	0%	57.14%	0%	0%	57.14%
Manipur	0	0	26	25	155	0	0	206
	0%	0%	52%	25%	51.67%	0%	0%	45.78%
Mizoram	0	0	0	43	108	0	0	151
	0%	0%	0%	43%	36%	0%	0%	37.75%
Rajasthan	0	0	15	81	211	0	0	307
	0%	0%	30%	67.5%	55.53%	0%	0%	55.82%
Total	56	90	91	1969	2762	0	0	4968
	31.11%	33.21%	19.78%	51.33%	55.59%	0%	0%	50.18%

Source: Field Survey.

The success rate among female students has been recorded significantly high (64.67 per cent) as compared to male students (44.32 per cent). The success rate among female students was recorded significantly high in the state of Uttar Pradesh (76.76 per cent) followed by Bihar (71.74 per cent) (Table 4.17).

Table: 4.17

State and Gender-wise Success Rate in Coaching Institutions

State	Male	Female	Total
Andhra Pradesh	46	260	306
	46.94%	60.19%	57.74%

Tamil Nadu	14	51	65
	11.2%	40.8%	26%
Uttar Pradesh	421	743	1165
	27.07%	76.76%	46.18%
West Bengal	263	27	290
	45.19%	16.07%	38.67%
Bihar	138	33	171
	36.89%	71.74%	40.71%
Haryana	334	33	367
	96.25%	62.26%	91.75%
Jammu & Kashmir	212	107	319
	49.30%	48.64%	49.08%
Madhya Pradesh	97	52	149
	42.92%	29.89%	37.25%
Maharashtra	1145	327	1472
	58.51%	52.83%	57.14%
Manipur	128	78	206
	46.43%	45.35%	45.78%
Mizoram	61	90	151
	30.65%	44.78%	37.75%
Rajasthan	265	42	307
	54.43%	58.33%	55.82%
Total	**3124**	**1843**	**4968**
	44.32%	**64.67%**	**50.18%**

Source: Field Survey.

State-wise Success Rate in Coaching Institutions
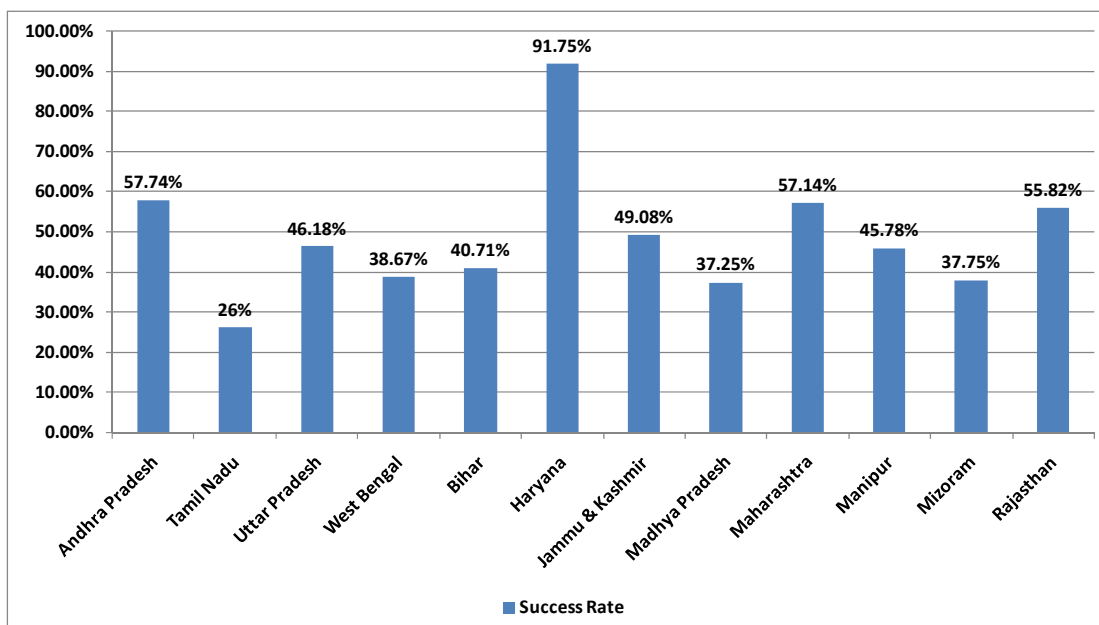
The general use of stipend has been reported to be for consumption, conveyance and transport, purchase of books and magazines as well as for other entrance examination fees. The ranking of factors vary across the states (Table 4.18).

Table: 4.18

Ranking of General Use of Stipend by Students

State	General Use of Stipend by Students					
	Purchase of Books	Purchase of Magazines	Photostat	Conveyance/ Transport	Consumption	Others- Entrance Exam Fees
Andhra Pradesh	III	IV	VI	II	I	V
Tamil Nadu	III	IV	VI	II	I	V
Uttar Pradesh	IV	III	VI	II	I	V
West Bengal	III	IV	VI	I	II	V
Bihar	III	IV	VI	II	I	V
Haryana	III	IV	VI	I	II	V
Jammu & Kashmir	III	IV	VI	I	II	V
Madhya Pradesh	III	IV	VI	II	I	V
Maharashtra	IV	III	VI	II	II	V

Manipur	III	IV	VI	I	II	V
Mizoram	III	IV	VI	I	II	V
Rajasthan	III	IV	VI	II	I	V

Source: Field Survey.

Average attendance in the classes is shown in Table 4.19. Average attendance has been reported high among female students as compared to male students. Again, average attendance has been reported high for Group-A and Group-B services while it was reported low in case of coaching / training for job in private sectors

Table: 4.19

Average Attendance in the Class

Type of Coaching	2012-13		2011-12		2010-11	
	Male	**Female**	**Male**	**Female**	**Male**	**Female**
Group A Services	90%	92%	91%	90%	89%	92%
Group B Services	91%	92%	91%	90%	90%	92%
Group C Services	88%	87%	85%	87%	89%	92%
Entrance Examination for Technical/ Professional	89%	88%	87%	88%	89%	90%
Coaching/ Training for Job in Private Sectors	85%	86%	84%	87%	86%	87%
Remedial Coaching/ Tuition	0%	0%	0%	0%	0%	0%
Coaching for Recruitment	0%	0%	0%	0%	89%	92%

Source: Field Survey.

Average strengths of classes is shown in Table 4.20. Average strength of clases was reported high for Group-B services followed by Group-A and Group-C services. Average strength was reported low for coaching / training for job in private sectors.

Average Strengths in the Courses

Type of Coaching	2012-13	2011-12	2010-11
Group A Services	91%	90.5%	90.5%
Group B Services	91.5%	90.5%	91%
Group C Services	87.5%	86%	90.5%
Entrance Examination for Technical/ Professional	88.5%	87.5%	89.5%
Coaching/ Training for Job in Private Sectors	85.5%	85.5%	86.5%
Remedial Coaching/ Tuition	0%	0%	0%
Coaching for Recruitment	0%	0%	90.5%

Source: Field Survey.

The respondents were asked that whether present amount of stipend is sufficient. All the respondents were found in favour of that present amount of stipend is not sufficient. They have suggested the average amount of stipend Rs. 3417 for local students and Rs. 4542 for outstation students. The ideal amount for local students was suggested higher in the state of Manipur, Jammu and Kashmir while ideal amount for outstation students suggested higher in the state of Jammu and Kashmir, Manipur, Mizoram and Uttar Pradesh (Table 4.21)

Table: 4.21

Whether Present Amount of Stipend is Sufficient

State	Sufficiency Of Present Amount Of Stipend		Ideal Amount Of Stipend In Rs. For	
	Sufficient	Not Sufficient	Local Students	Out Station Students
Andhra Pradesh	0	4	3500	4500
	0%	100%		
Bihar	0	2	3000	4000
	0%	100%		

State				
Haryana	0	2	3000	4000
	0%	100%		
Jammu & Kashmir	0	4	4000	5000
	0%	100%		
Madhya Pradesh	0	5	3000	4000
	0%	100%		
Maharashtra	0	2	3500	4500
	0%	100%		
Manipur	0	7	4000	5000
	0%	100%		
Mizoram	0	3	3500	5000
	0%	100%		
Rajasthan	0	8	3500	4500
	0%	100%		
Tamil Nadu	0	3	3500	4500
	0%	100%		
Uttar Pradesh	0	18	3500	5000
	0%	100%		
West Bengal	0	2	3000	4500
	0%	100%		
Total	**0**	**60**	**3417**	**4542**
	0%	**100%**		

Source: Field Survey.

The respondents were asked that whether discontinuation of stipend will affect the enrolment and success rate. All the respondents reported that discontinuation of stipend will discourage students and affect (Table 4.22).

Table: 4.22

Effect of Discontinuation of Stipend

State	Students Will Be Discouraged		Effect On Enrolment		Effect On Success Rate	
	Yes	No	No	Yes	No	Yes
Andhra Pradesh	4	0	0	4	0	4
	100%	0%	0%	100%	0%	100%
Tamil Nadu	3	0	0	3	0	3

	100%	0%	0%	100%	0%	100%
Uttar Pradesh	18	0	0	18	0	18
	100%	0%	0%	100%	0%	100%
West Bengal	2	0	0	2	0	2
	100%	0%	0%	100%	0%	100%
Bihar	2	0	0	2	0	2
	100%	0%	0%	100%	0%	100%
Haryana	2	0	0	2	0	2
	100%	0%	0%	100%	0%	100%
Jammu & Kashmir	4	0	0	4	0	4
	100%	0%	0%	100%	0%	100%
Madhya Pradesh	5	0	0	5	0	5
	100%	0%	0%	100%	0%	100%
Maharashtra	2	0	0	2	0	2
	100%	0%	0%	100%	0%	100%
Manipur	7	0	0	7	0	7
	100%	0%	0%	100%	0%	100%
Mizoram	3	0	0	3	0	3
	100%	0%	0%	100%	0%	100%
Rajasthan	8	0	0	8	0	8
	100%	0%	0%	100%	0%	100%
Total	**60**	**0**	**0**	**60**	**0**	**60**
	100%	**0%**	**0%**	**100%**	**0%**	**100%**

Source: Field Survey.

The above analysis simply demonstrates that infrastructure in the coaching institutions is somewhat adequate. The amenities and facilities in the coaching institutions were also reported to be somewhat adequate. However, there is vast scope for improvement in infrastructure and amenities for the students in order to ensure quality of learning and teaching. The success rate has been reported high for some of the courses and overall about half of the students enrolled were reported to be succeeded. The success rate among female students has been reported significantly high as compared to the success rate among male students. However, marked variations are emerging across the states and religions.

Educational Performance of Faculty Members

The success of coaching and allied services scheme largely depends on the quality of academic input provided by faculty. Therefore, academic profile of faculty members and their educational performance is a paramount importance to measure the overall success and achievement of the coaching and allied services scheme. In this part of the report, an attempt has been made to examine the educational profile and performance of faculty members.

Age of respondents is shown in Table 5.1. Less than 2/4th respondents were found belonging to the age group of 31-40 years. This was found more pronouncing in Maharashtra (54.55 per cent) followed by West Bengal (46.67 per cent), Jammu and Kashmir (46.15 per cent) and Uttar Pradesh (42.59 per cent). More than 1/4th respondents were found belonging to the age group of 21-30 years. This was found more pronouncing in Manipur (47.37 per cent) followed by Tamil Nadu (45.45 per cent) and Bihar (40 per cent). The proportion of respondents belonging to higher age group was reported significant in Mizoram (28.57 per cent), Andhra Pradesh (25 per cent) and Rajasthan (23.53 per cent).

Table: 5.1

Age of Respondents

State	21-30 Years	31-40 Years	41-50 Years	51-60 Years	Total
Andhra Pradesh	1	3	5	3	12
	8.33%	25.0%	41.66%	25.0%	100%
Bihar	4	4	2	0	10
	40.0%	40.0%	20.0%	0%	100%

Haryana	1	3	3	2	9
	11.11%	33.33%	33.33%	22.22%	100%
Jammu & Kashmir	5	6	2	0	13
	38.46%	46.15%	15.38%	0%	100%
Madhya Pradesh	6	6	3	1	16
	37.5%	37.5%	18.75	6.25%	100%
Maharashtra	3	6	1	1	11
	27.27%	54.55%	9.09%	9.09%	100%
Manipur	9	5	4	1	19
	47.37%	26.32	21.05%	5.26%	100%
Mizoram	3	4	3	4	14
	21.43%	28.57%	21.43%	28.57%	100%
Rajasthan	3	7	3	4	17
	17.65%	41.18%	17.65%	23.53%	100%
Tamil Nadu	5	3	2	1	11
	45.45%	27.27%	18.18%	9.09%	100%
Uttar Pradesh	14	23	13	4	54
	25.93%	42.59%	24.07%	7.40%	100%
West Bengal	1	7	5	2	15
	6.66%	46.67%	33.33%	13.33%	100%
Total	**55**	**77**	**46**	**23**	**201**
	27.36%	**38.31%**	**22.89%**	**11.44%**	**100%**

Source: Field Survey.

Gender of respondents is shown in Table 5.2. More than 3/4th respondents were males. This was found more pronouncing in Bihar (90 per cent) followed by Uttar Pradesh (88.88 per cent), Haryana (88.88 per cent), Maharashtra (81.81 per cent) and West Bengal (80 per cent). The proportion of female respondents was recorded high in Mizoram

(35.71 per cent) followed by Andhra Pradesh (33.33 per cent), Jammu and Kashmir (30.77 per cent) and Tamil Nadu (27.27 per cent).

Table: 5.2

Gender of Respondents

State	Gender		
	Male	**Female**	**Total**
Andhra Pradesh	8	4	12
	66.67%	33.33%	100%
Bihar	9	1	10
	90.0%	10.0%	100%
Haryana	8	1	9
	88.88%	11.11%	100%
Jammu & Kashmir	9	4	13
	69.23%	30.77%	100%
Madhya Pradesh	12	4	16
	75.0%	25.0%	100%
Maharashtra	9	2	11
	81.81%	18.18%	100%
Manipur	14	5	19
	73.68%	26.32%	100%
Mizoram	9	5	14
	64.29%	35.71%	100%
Rajasthan	13	4	17
	76.47%	23.53%	100%
Tamil Nadu	8	3	11
	72.73%	27.27%	100%
Uttar Pradesh	48	6	54
	88.88%	11.11%	100%
West Bengal	12	3	15
	80.0%	20.0%	100%
Total	**159**	**42**	**201**
	79.10%	**20.89%**	**100%**

Source: Field Survey.

More than 3/4th respondents were found affiliated with coaching institutions on permanent basis or on pay roll. This was found more pronouncing in Jammu and Kashmir (100 per cent), followed by Maharashtra (100 per cent), Tamil Nadu (100 per cent), Bihar (90 per cent), Haryana (88.88 per cent) and Andhra Pradesh (83.33 per cent). More than 10 per cent respondents were visiting and guest faculty. This was found more significant in Manipur, Andhra Pradesh, Uttar Pradesh and Mizoram (Table 5.3).

Table: 5.3

Nature of Affiliation with Coaching Institutions

State	Nature of Affiliation				
	Permanent Basis/ On Pay Roll	Part Time	Visiting Faculty	Guest Faculty	Total
Andhra Pradesh	10	0	0	2	12
	83.33%	0%	0%	16.67%	100%
Bihar	9	0	0	1	10
	90.0%	0%	0%	10.0%	100%
Haryana	8	0	0	1	9
	88.88%	0%	0%	11.11%	100%
Jammu & Kashmir	13	0	0	0	13
	100%	0%	0%	0%	100%
Madhya Pradesh	12	2	1	1	16
	75.0%	12.50%	6.25%	6.25%	100%
Maharashtra	11	0	0	0	11
	100%	0%	0%	0%	100%
Manipur	12	3	2	2	19
	63.16%	15.79%	10.53%	10.53%	100%

Mizoram	9	2	1	2	14
	64.29%	14.29%	7.14%	14.29%	100%
Rajasthan	14	3	0	0	17
	82.35%	17.65%	0%	0%	100%
Tamil Nadu	11	0	0	0	11
	100%	0%	0%	0%	100%
Uttar Pradesh	35	10	5	4	54
	64.82%	18.52%	9.26%	7.41%	100%
West Bengal	11	2	1	1	15
	73.33%	13.33%	6.67%	6.67%	100%
Total	**155**	**22**	**10**	**14**	**201**
	77.11%	**10.95%**	**4.98%**	**6.97%**	**100%**

Source: Field Survey.

About 2/5th respondents were postgraduates. This was found more pronouncing in Rajasthan (52.94 per cent), West Bengal (53.33 per cent), Mizoram (50 per cent), Madhya Pradesh (50 per cent) and Uttar Pradesh (46.29 per cent). About 23 per cent respondents were graduates. This was recorded high in Haryana (55.56 per cent), Andhra Pradesh (50 per cent), Manipur (42.11 per cent) and Jammu and Kashmir (38.46 per cent). The proportion of doctorate respondents was recorded significant in Uttar Pradesh (22.22 per cent), Mizoram (21.43 per cent) and Bihar (20 per cent) (Table 5.4).

Table: 5.4

Educational Qualification of Respondents

State	Educational Qualification					
	Graduation	Post Graduation	Doctorate	Diploma/ Certificate	Others	Total
Andhra Pradesh	6	3	2	1	0	12
	50.0%	25.0%	16.67%	8.33%	0%	100%
Bihar	1	3	2	3	1	10
	10.0%	30.0%	20.0%	30.0%	10.0%	100%

Haryana	5	3	0	1	0	9
	55.56%	33.33%	0%	11.11%	0%	100%
Jammu & Kashmir	5	3	0	4	1	13
	38.46%	23.08%	0%	30.77%	7.69%	100%
Madhya Pradesh	2	8	3	3	0	16
	12.5%	50.0%	18.75%	18.75%	0%	100%
Maharashtra	1	5	0	5	0	11
	9.09%	45.46%	0%	45.46%	0%	100%
Manipur	8	7	0	4	0	19
	42.11%	36.84%	0%	21.05%	0%	100%
Mizoram	2	7	3	2	0	14
	14.29%	50.0%	21.43%	14.29%	0%	100%
Rajasthan	3	9	0	5	0	17
	17.65%	52.94%	0%	29.41%	0%	100%
Tamil Nadu	3	4	0	4	0	11
	27.27%	36.37%	0%	36.37%	0%	100%
Uttar Pradesh	10	25	12	4	3	54
	18.52%	46.29%	22.22%	7.40%	5.56%	100%
West Bengal	0	8	1	0	6	15
	0%	53.33%	6.67%	0%	40.0%	100%
Total	**46**	**85**	**23**	**36**	**11**	**201**
	22.89%	**42.29%**	**11.44%**	**17.91%**	**5.47%**	**100%**

Source: Field Survey.

More than 3/4th respondents were from non-government organizations. This was recorded high in Maharashtra, Tamil Nadu, Jammu and Kashmir, Haryana, Andhra Pradesh and Rajasthan. About 13 per cent respondents were from university/postgraduate colleges. This was found more pronouncing in Bihar (30 per cent), followed by Mizoram (21.43 per cent), Manipur (21.05 per cent) and Uttar Pradesh (18.52 per cent). About 11 per cent respondents were from private competitive coaching institutions. This was found significant in Uttar Pradesh (16.67 per cent), Andhra Pradesh (16.67 per cent) Manipur (15.79 per cent) and Mizoram (14.29 per cent) (Table 5.5).

Table: 5.5

Nature of Parental Organization of Respondents

State	Nature of Parental Organization					
	Government Dept./ Institution	Non-Government	Autonomous Institution	University/ PG College	Private Competitive Coaching Inst.	Total
Andhra Pradesh	0	10	0	0	2	12
	0%	83.33%	0%	0%	16.67%	100%
Bihar	0	6	0	3	1	10
	0%	60.0%	0%	30.0%	10.0%	100%
Haryana	0	8	0	1	0	9
	0%	88.88%	0%	11.11%	0%	100%
Jammu & Kashmir	0	13	0	0	0	13
	0%	100%	0%	0%	0%	100%
Madhya Pradesh	0	12	0	2	2	16
	0%	75.0%	0%	12.5%	12.5%	100%
Maharashtra	0	11	0	0	0	11
	0%	100%	0%	0%	0%	100%
Manipur	0	12	0	4	3	19
	0%	63.16%	0%	21.05%	15.79%	100%
Mizoram	0	9	0	3	2	14
	0%	64.29%	0%	21.43%	14.29%	100%
Rajasthan	0	14	0	2	1	17
	0%	82.35%	0%	11.77%	5.88%	100%
Tamil Nadu	0	11	0	0	0	11
	0%	100%	0%	0%	0%	100%
Uttar Pradesh	0	35	0	10	9	54
	0%	64.82%	0%	18.52%	16.67%	100%
West Bengal	0	11	0	2	2	15
	0%	73.33%	0%	13.33%	13.33%	100%
Total	**0**	**152**	**0**	**27**	**22**	**201**
	0%	**75.62%**	**0%**	**13.43%**	**10.95%**	**100%**

Source: Field Survey.

On an average 20 classes per faculty is taking. This was found high in case of classes related to competitive examinations (15 classes per week). The average number of classes in a week related to competitive examinations was recorded high in Maharashtra followed by West Bengal, Tamil Nadu, Manipur and Jammu and Kashmir. The average number of classes in a week related to general education was recorded high in Uttar Pradesh followed by Andhra Pradesh and Haryana (Table 5.6).

Table: 5.6

Academic Stress of Faculty Members

States	No. of Classes in a week related to General Education	No. of Classes in a week related to Competitive Exams.	Other Lectures in a week	Total
Andhra Pradesh	6	12	3	21
Bihar	5	14	0	19
Haryana	6	12	2	20
Jammu & Kashmir	0	18	0	18
Madhya Pradesh	5	14	1	20
Maharashtra	0	20	2	22
Manipur	2	18	2	22
Mizoram	5	14	1	20
Rajasthan	5	12	2	19
Tamil Nadu	0	18	0	18
Uttar Pradesh	6	12	3	21
West Bengal	3	18	0	21
Total	**3.58**	**15.17**	**1.33**	**20.08**

Source: Field Survey.

More than 1/5th respondents reported that they are getting monthly fixed salary / honorarium. This was found more pronouncing in Manipur followed by Uttar Pradesh, Andhra Pradesh and Bihar. The average monthly salary or honorarium amount was found high in Andhra Pradesh (Rs. 36667) and Tamil Nadu (Rs. 12300) while it was reported low in Bihar (Rs. 5500). Those respondents who are getting honorarium on lecture basis reported that they are getting honorarium of Rs. 500 per lecture to Rs.1500 per lecture. However, large number of respondents revealed that they are getting honorarium on average Rs. 750 per lecture (Table 5.7).

Table: 5.7

Amount of Honorarium Paid to Faculty Members

State	Rs. 500/- Per Lecture	Rs. 750/- Per Lecture	Rs. 1000/- Per Lecture	Rs. 1500/- Per Lecture	Average Monthly Amount (Rs.)	Number of Faculty	Total
Andhra Pradesh	2	2	1	1	36667	6	12
Bihar	2	3	0	0	5500	5	10
Haryana	3	3	3	0	0	0	9
Jammu & Kashmir	2	1	2	0	8000	8	13
Madhya Pradesh	1	8	5	2	0	0	16
Maharashtra	0	3	5	3	0	0	11
Manipur	1	2	0	0	7682	16	19
Mizoram	0	4	6	0	8300	4	14
Rajasthan	9	3	2	3	0	0	17
Tamil Nadu	0	3	3	0	12300	5	11
Uttar Pradesh	3	25	14	4	6000	8	54
West Bengal	7	1	0	7	0	0	15
Total	**30**	**58**	**41**	**20**		**52**	**201**

Source: Field Survey.

About 2/5th respondents reported that they are distributing handouts, notes and reading materials to the students on regular basis. This was found more pronouncing in Madhya Pradesh (56.25 per cent), Haryana (55.56 per cent), Maharashtra (54.55 per cent), and Andhra Pradesh (50 per cent). About 22 per cent respondents further reported that they are distributing handouts, notes and reading materials sometimes to students. This was found more pronouncing in Haryana (44.44 per cent) and Andhra Pradesh (41.76 per cent). About 19 per cent respondents revealed that they are not distributing handouts, notes and reading materials to their students. This was recorded high in Jammu and Kashmir (53.85 per cent) followed by Manipur (42.12 per cent), West Bengal (33.33 per cent) and Rajasthan (29.41 per cent) (Table 5.8).

Table: 5.8

Distribution of Handouts, Notes and Reading Materials By Faculty Members

State	Frequency of Distribution of Handouts				
	Regularly	Sometimes	Occasionally	Not Distributed	Total
Andhra Pradesh	6	5	1	0	12
	50.0%	41.76%	8.33	0%	100%
Bihar	4	1	5	0	10
	40.0%	10.0%	50.0%	0%	100%
Haryana	5	4	0	0	9
	55.56%	44.44%	0%	0%	100%
Jammu & Kashmir	2	2	2	7	13
	15.39%	15.39%	15.39%	53.85%	100%
Madhya Pradesh	9	4	3	0	16
	56.25%	25.0%	18.75%	0%	100%
Maharashtra	6	2	1	2	11
	54.55%	18.18%	9.09%	18.18%	100%

Manipur	4	4	3	8	19
	21.05%	21.05%	15.79%	42.12%	100%
Mizoram	5	3	3	3	14
	35.71%	21.43%	21.43%	21.43%	100%
Rajasthan	7	3	2	5	17
	41.18%	17.65%	11.77%	29.41%	100%
Tamil Nadu	2	2	4	3	11
	18.18%	18.18%	36.36%	27.27%	100%
Uttar Pradesh	25	12	11	6	54
	46.29%	22.22%	20.37%	11.11%	100%
West Bengal	5	3	2	5	15
	33.33%	20.0%	13.33%	33.33%	100%
Total	**80**	**45**	**37**	**39**	**201**
	39.8%	**22.39%**	**18.41%**	**19.40%**	**100%**

Source: Field Survey.

All the respondents reported that they are taking tests on regular basis (Table 5.9).

Table: 5.9

Frequency of Tests Taken By Faculty Members

State	Frequency of Tests Taken				
	Regularly	Sometimes	Occasionally	Not Taken	Total
Andhra Pradesh	12	0	0	0	12
	100%	0%	0%	0%	100%
Bihar	10	0	0	0	10
	100%	0%	0%	0%	100%
Haryana	9	0	0	0	9
	100%	0%	0%	0%	100%
Jammu & Kashmir	13	0	0	0	13
	100%	0%	0%	0%	100%
Madhya Pradesh	16	0	0	0	16
	100%	0%	0%	0%	100%
Maharashtra	11	0	0	0	11

	100%	0%	0%	0%	100%
Manipur	19	0	0	0	19
	100%	0%	0%	0%	100%
Mizoram	14	0	0	0	14
	100%	0%	0%	0%	100%
Rajasthan	17	0	0	0	17
	100%	0%	0%	0%	100%
Tamil Nadu	11	0	0	0	11
	100%	0%	0%	0%	100%
Uttar Pradesh	54	0	0	0	54
	100%	0%	0%	0%	100%
West Bengal	15	0	0	0	15
	100%	0%	0%	0%	100%
Total	**201**	**0**	**0**	**0**	**201**
	100%	**0%**	**0%**	**0%**	**100%**

Source: Field Survey.

All the respondents were found satisfied with the batches of students (Table 5.10).

Table: 5.10

Satisfaction of Faculty with Batches of Students

State	Level of Satisfaction			
	Very Satisfied	**Somewhat Satisfied**	**Dissatisfied**	**Total**
Andhra Pradesh	12	0	0	12
	100%	0%	0%	100%
Bihar	10	0	0	10
	100%	0%	0%	100%
Haryana	9	0	0	9
	100%	0%	0%	100%
Jammu & Kashmir	13	0	0	13
	100%	0%	0%	100%
Madhya Pradesh	16	0	0	16
	100%	0%	0%	100%

State				
Maharashtra	11	0	0	11
	100%	0%	0%	100%
Manipur	19	0	0	19
	100%	0%	0%	100%
Mizoram	14	0	0	14
	100%	0%	0%	100%
Rajasthan	17	0	0	17
	100%	0%	0%	100%
Tamil Nadu	11	0	0	11
	100%	0%	0%	100%
Uttar Pradesh	54	0	0	54
	100%	0%	0%	100%
West Bengal	15	0	0	15
	100%	0%	0%	100%
Total	**201**	**0**	**0**	**201**
	100%	**0%**	**0%**	**100%**

Source: Field Survey.

All the respondents reported that the amount of stipend being paid to students under Free Coaching and Allied Scheme is not sufficient. The respondents were asked about the ideal amount of stipend to be paid to the students under the scheme. They suggested that on an average, Rs. 3208 should be paid as stipend to local students and Rs. 4417 may be paid as stipend to outstation students under the scheme (Table 5.11).

Table: 5.11

Whether Amount of Stipend Is Sufficient

State	Sufficiency of Present amount of Stipend		Ideal Amount of Stipend (Rs.)	
	Sufficient	Not Sufficient	Local Students	Out Station Students
Andhra Pradesh	0	12	3500	4500
	0%	100%		

Bihar	0	10	2500	4000
	0%	100%		
Haryana	0	9	3000	4000
	0%	100%		
Jammu & Kashmir	0	13	3500	5000
	0%	100%		
Madhya Pradesh	0	16	3000	4000
	0%	100%		
Maharashtra	0	11	3500	4500
	0%	100%		
Manipur	0	19	4000	5000
	0%	100%		
Mizoram	0	14	3500	5000
	0%	100%		
Rajasthan	0	17	3000	4000
	0%	100%		
Tamil Nadu	0	11	3500	4500
	0%	100%		
Uttar Pradesh	0	54	2500	4000
	0%	100%		
West Bengal	0	15	3000	4500
	0%	100%		
Total	**0**	**201**	**3208**	**4417**
	0%	**100%**		

Source: Field Survey.

All the respondents reported that discontinuation of stipend will adversely affect on enrolment, success rate and quality of learning and understanding.

<div align="center">

Table: 5.12

Whether Discontinuation of Stipend will Adversely Affect

</div>

State	Adverse Affect On Enrolments	Adverse Affect On Success Rate	Adverse Affect On Quality Of Learning And Understanding	No Substantial Effect	Can Not Say	Total
Andhra Pradesh	12	12	12	0	0	12
	100%	100%	100%	0%	0%	100%
Bihar	10	10	10	0	0	10
	100%	100%	100%	0%	0%	100%
Haryana	9	9	9	0	0	9
	100%	100%	100%	0%	0%	100%
Jammu & Kashmir	13	13	13	0	0	13
	100%	100%	100%	0%	0%	100%
Madhya Pradesh	16	16	16	0	0	16
	100%	100%	100%	0%	0%	100%
Maharashtra	11	11	11	0	0	11
	100%	100%	100%	0%	0%	100%
Manipur	19	19	19	0	0	19
	100%	100%	100%	0%	0%	100%
Mizoram	14	14	14	0	0	14
	100%	100%	100%	0%	0%	100%
Rajasthan	17	17	17	0	0	17
	100%	100%	100%	0%	0%	100%
Tamil Nadu	11	11	11	0	0	11
	100%	100%	100%	0%	0%	100%
Uttar Pradesh	54	54	54	0	0	54
	100%	100%	100%	0%	0%	100%
West Bengal	15	15	15	0	0	15
	100%	100%	100%	0%	0%	100%
Total	**201**	**201**	**201**	**0**	**0**	**201**
	100%	**100%**	**100%**	**0%**	**0%**	**100%**

Source: Field Survey.

The profile of faculty members demonstrates that they are qualified, competent and experienced persons for delivering classes and coaching institutions. A large number of faculty members are found engaged in teaching in other academic institutions and even for competitive examinations besides delivering classes in the parental academic institutions. Most of the faculty members were found in favour of continuing the stipend under the scheme. They also adopt integrated methods for delivering classes in competitive examinations.

Participation of Aspirants in Coaching and Allied Services Scheme

Coaching and allied services scheme provides unique opportunity to the aspirants of competitive examinations through education, guidance, counselling and creating an environment for preparation for competitive examinations. The aspirants belonging to the weaker section of the society particularly Scheduled Castes, Scheduled Tribes, OBCs and minorities are getting benefits under the centrally sponsored scheme being implemented through Ministry of Social Justice and Empowerment, Ministry of Tribal Affairs and Ministry of Minority Affairs. The performance and functioning of the scheme may be measured through participation of aspirants in the scheme, availing the infrastructural facilities, satisfaction of available services and their impact in form of knowledge, learning and competence for qualifying the competitive examinations. In this part of the report, an attempt has been made to review the socio-economic profile of the aspirants and their participation in coaching and allied services scheme, availing academic services and infrastructure facilities.

Ecological background of respondents is shown in Table 6.1. About half of the respondents were from urban and semi-urban areas while about 36 per cent respondents were from the rural areas. Moreover, 13 per cent respondents reported that they are belonging to metropolitan cities. The proportion of respondents belonging to metropolitan cities recorded high in Tamil Nadu (73.8 per cent) followed by Madhya Pradesh (38.3 per cent). The proportion of respondents from rural areas was found high in West Bengal (92.5 per cent) followed by Rajasthan (58.8 per cent), Andhra Pradesh (50.4 per cent), Bihar (48.3 per cent) and Haryana (47.5 per cent). The proportion of respondents from urban areas were reported high in Maharashtra (93.8 per cent)

followed by Mizoram (81.2 per cent), Manipur (67.5 per cent), Jammu and Kashmir (56.2 per cent) and Madhya Pradesh (55 per cent).

Table: 6.1

Ecological Background of Respondents

State	Metropolitan City	Rural	Semi-Urban	Urban	Total
Andhra Pradesh	0	121	6	113	240
	0.0%	50.4%	2.5%	47.1%	100.0%
Bihar	40	116	10	74	240
	16.7%	48.3%	4.2%	30.8%	100.0%
Haryana	3	114	79	44	240
	1.2%	47.5%	32.9%	18.3%	100.0%
Jammu & Kashmir	6	96	3	135	240
	2.5%	40.0%	1.2%	56.2%	100.0%
Madhya Pradesh	92	12	4	132	240
	38.3%	5.0%	1.7%	55.0%	100.0%
Maharashtra	0	14	1	225	240
	0.0%	5.8%	0.4%	93.8%	100.0%
Manipur	0	77	1	162	240
	0.0%	32.1%	0.4%	67.5%	100.0%
Mizoram	0	44	1	195	240
	0.0%	18.3%	0.4%	81.2%	100.0%
Rajasthan	39	141	1	59	240
	16.2%	58.8%	0.4%	24.6%	100.0%
Tamilnadu	177	11	0	52	240
	73.8%	4.6%	0.0%	21.7%	100.0%
Uttar Pradesh	25	77	15	123	240
	10.4%	32.1%	6.2%	51.2%	100.0%

West Bengal	0	222	8	10	240
	0.0%	92.5%	3.3%	4.2%	100.0%
Total	382	1045	129	1324	2880
	13.3%	36.3%	4.5%	46.0%	100.0%

Source: Field Survey.

Chart: 6.1

Ecological Background of Respondents
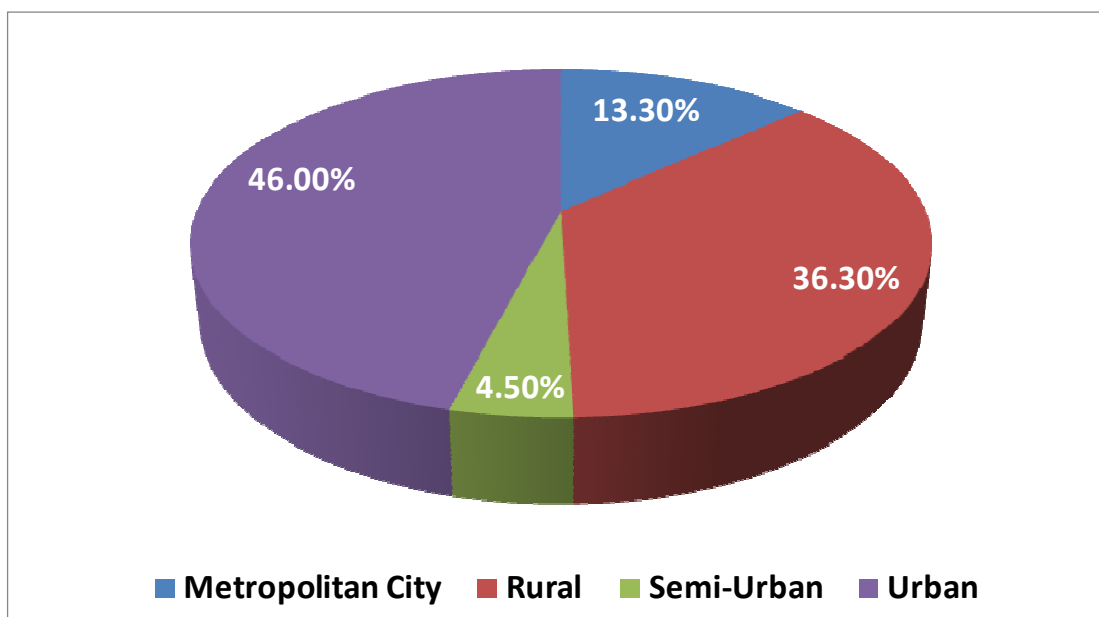
Age of respondents is shown in Table 6.2. About 71 per cent respondents were from the age group of 16-22 years. This was found more pronouncing in Manipur (93.7 per cent), Jammu and Kashmir (91.2 per cent), Andhra Pradesh (87.9 per cent) and Mizoram (75 per cent). More than 1/4th respondents were from the age group of 23-28 years. This was found more pronouncing in Rajasthan (57 per cent) followed by Maharashtra (43.3 per cent), Madhya Pradesh (42 per cent) and West Bengal (35.8 per cent). Only 3 per cent respondents were from the age group of 29-38 years).

Table: 6.2

Age of Respondents

State	16-22 year	23-28 year	29-38 year	Total
Andhra Pradesh	211	26	3	240
	87.9%	10.%	1.2%	100.0%
Bihar	166	62	12	240
	69.1%	25.8%	5.0%	100.0%
Haryana	172	65	3	240
	71.6%	27.0%	1.2%	100.0%
Jammu & Kashmir	219	17	4	240
	91.2%	7.0%	1.6%	100.0%
Madhya Pradesh	135	101	4	240
	56.2%	42.0%	1.6%	100.0%
Maharashtra	118	104	18	240
	49.1%	43.3%	7.5%	100.0%
Manipur	225	15	0	240
	93.7%	6.2%	0.0%	100.0%
Mizoram	180	60	0	240
	75.0%	25.0%	0.0%	100.0%
Rajasthan	94	137	9	240
	39.1%	57.0%	3.7%	100.0%
Tamilnadu	220	20	0	240
	9.1%	8.3%	0.0%	100.0%
Uttar Pradesh	174	51	15	240
	72.5%	21.2%	6.2%	100.0%
West Bengal	130	86	24	240

	54.1%	35.8%	10.0%	100.0%
Total	**2044**	**744**	**92**	**2880**
	70.9%	**25.8%**	**3.1%**	**100.0%**

Source: Field Survey.

Gender of respondents is shown in Table 6.3. About 2/3rd respondents were males while 1/3rd respondents were females. The proportion of female respondents was recorded high in Andhra Pradesh (72.9 per cent), Mizoram (49.2 per cent), Tamil Nadu (49.2 per cent), Manipur (45.4 per cent) and Madhya Pradesh (40.4 per cent).

Table: 6.3

Gender of Respondents

State	Gender		Total
	Male	**Female**	
Andhra Pradesh	65	175	240
	27.1%	72.9%	100.0%
Bihar	217	23	240
	90.4%	9.6%	100.0%
Haryana	191	49	240
	79.6%	20.4%	100.0%
Jammu & Kashmir	146	94	240
	60.8%	39.2%	100.0%
Madhya Pradesh	143	97	240
	59.6%	40.4%	100.0%
Maharashtra	202	38	240
	84.2%	15.8%	100.0%
Manipur	131	109	240
	54.6%	45.4%	100.0%
Mizoram	122	118	240
	50.8%	49.2%	100.0%
Rajasthan	209	31	240
	87.1%	12.9%	100.0%

Tamil Nadu	122	118	240
	50.8%	49.2%	100.0%
Uttar Pradesh	187	53	240
	77.9%	22.1%	100.0%
West Bengal	175	65	240
	72.9%	27.1%	100.0%
Total	**1910**	**970**	**2880**
	66.3%	**33.7%**	**100.0%**

Source: Field Survey.

Marital status of respondents is shown in Table 6.4. Most of the respondents were found unmarried. However, the proportion of married respondents was reported significant in Maharashtra (15 per cent), Haryana (12.5 per cent), West Bengal (7.5 per cent) and Rajasthan (5.8 per cent).

Table: 6.4

Marital Status of Respondents

State	Married	Unmarried	Separated/ Divorced	Total
Andhra Pradesh	8	232	0	240
	3.3%	96.7%	0.0%	100.0%
Bihar	13	227	0	240
	5.4%	94.6%	0.0%	100.0%
Haryana	30	210	0	240
	12.5%	87.5%	0.0%	100.0%
Jammu & Kashmir	2	237	1	240
	0.8%	98.8%	0.4%	100.0%
Madhya Pradesh	6	233	1	240
	2.5%	97.1%	0.4%	100.0%
Maharashtra	36	204	0	240
	15.0%	85.0%	0.0%	100.0%

Manipur	3	237	0	240
	1.2%	98.8%	0.0%	100.0%
Mizoram	0	240	0	240
	0.0%	100.0%	0.0%	100.0%
Rajasthan	14	226	0	240
	5.8%	94.2%	0.0%	100.0%
Tamil Nadu	0	240	0	240
	0.0%	100.0%	0.0%	100.0%
Uttar Pradesh	9	231	0	240
	3.8%	96.2%	0.0%	100.0%
West Bengal	18	222	0	240
	7.5%	92.5%	0.0%	100.0%
Total	**139**	**2739**	**2**	**2880**
	4.8%	**95.1%**	**0.1%**	**100.0%**

Source: Field Survey.

Religion of respondents is shown in Table 6.5. More than 3/4th respondents were found belonging to Muslim communities. This was found more pronouncing in Jammu and Kashmir (100 per cent), West Bengal (100 per cent), Rajasthan (99.2 per cent), Bihar (99.2 per cent), Uttar Pradesh (98.8 per cent), Andhra Pradesh (96.7 per cent) and Madhya Pradesh (90.4 per cent). About 16 per cent respondents were found belonging to Christian community. This was found more pronouncing in Mizoram (99.6 per cent) followed by Tamil Nadu (51.7 per cent) and Manipur (38.8 per cent). The Buddhist respondents were found significant in Maharashtra (41.7 per cent) while the proportion of Sikh respondents was recorded high in Haryana (22.1 per cent).

Table: 6.5

Religion of Respondents

State	Muslim	Sikh	Christian	Buddhist	Total
Andhra Pradesh	232	4	4	0	240
	96.7%	1.7%	1.7%	0.0%	100.0%

Bihar	238	2	0	0	240
	99.2%	0.8%	0.0%	0.0%	100.0%
Haryana	187	53	0	0	240
	77.9%	22.1%	0.0%	0.0%	100.0%
Jammu & Kashmir	240	0	0	0	240
	100.0%	0.0%	0.0%	0.0%	100.0%
Madhya Pradesh	217	11	12	0	240
	90.4%	4.6%	5.0%	0.0%	100.0%
Maharashtra	134	2	4	100	240
	55.8%	0.8%	1.7%	41.7%	100.0%
Manipur	147	0	93	0	240
	61.2%	0.0%	38.8%	0.0%	100.0%
Mizoram	0	0	239	1	240
	0.0%	0.0%	99.6%	0.4%	100.0%
Rajasthan	238	2	0	0	240
	99.2%	0.8%	0.0%	0.0%	100.0%
Tamilnadu	116	0	124	0	240
	48.3%	0.0%	51.7%	0.0%	100.0%
Uttar Pradesh	237	3	0	0	240
	98.8%	1.2%	0.0%	0.0%	100.0%
West Bengal	240	0	0	0	240
	100.0%	0.0%	0.0%	0.0%	100.0%
Total	**2226**	**77**	**476**	**101**	**2880**
	77.3%	**2.7%**	**16.5%**	**3.5%**	**100.0%**

Source: Field Survey.

Chart: 6.2

Religion of Respondents
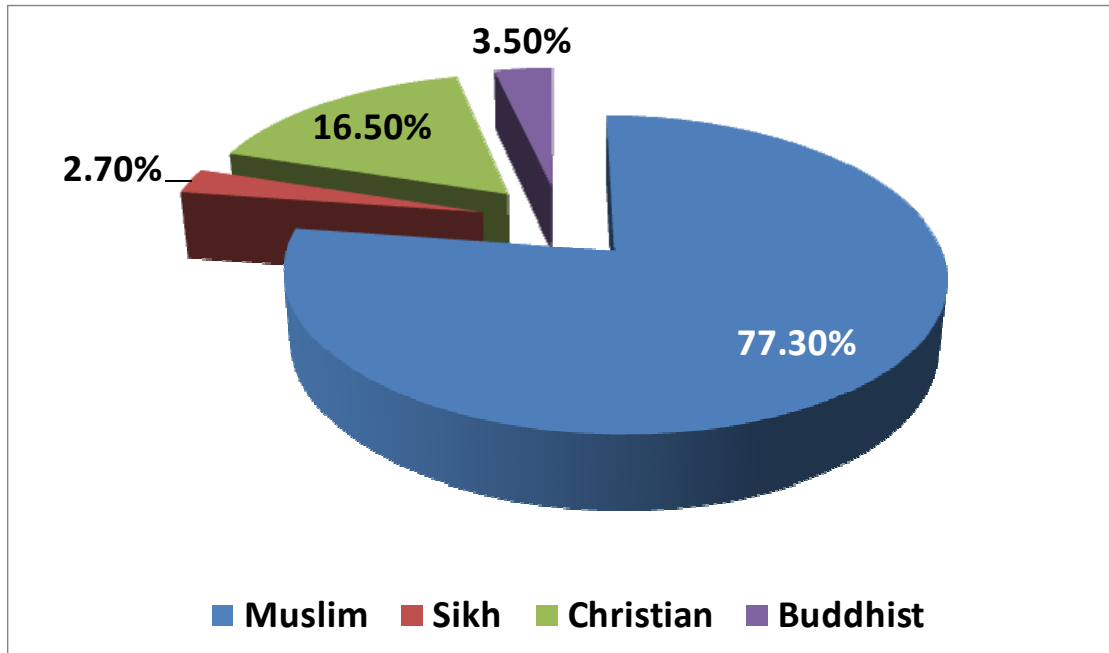
The respondents were asked that whether they are localites. More than half of the respondents were from local areas. This was found more pronouncing in Jammu and Kashmir (93.8 per cent) followed by Tamil Nadu (92.9 per cent), Madhya Pradesh (79.2 per cent), Rajasthan (76.2 per cent) and Haryana (69.2 per cent). The proportion of outstation students recorded high in West Bengal (98.3 per cent) followed by Uttar Pradesh (82.9 per cent), Andhra Pradesh (77.5 per cent), Maharashtra (56.2 per cent) and Manipur (54.6 per cent) (Table 6.6).

Table: 6.6

Whether You are Localite

State	Yes	No	Total
Andhra Pradesh	54	186	240
	22.5%	77.5%	100.0%
Bihar	120	120	240
	50.0%	50.0%	100.0%
Haryana	166	74	240
	69.2%	30.8%	100.0%

Jammu & Kashmir	225	15	240
	93.8%	6.2%	100.0%
Madhya Pradesh	190	50	240
	79.2%	20.8%	100.0%
Maharashtra	105	135	240
	43.8%	56.2%	100.0%
Manipur	109	131	240
	45.4%	54.6%	100.0%
Mizoram	129	111	240
	53.8%	46.2%	100.0%
Rajasthan	183	57	240
	76.2%	23.8%	100.0%
Tamil Nadu	223	17	240
	92.9%	7.1%	100.0%
Uttar Pradesh	41	199	240
	17.1%	82.9%	100.0%
West Bengal	4	236	240
	1.7%	98.3%	100.0%
Total	**1549**	**1331**	**2880**
	53.8%	**46.2%**	**100.0%**

Source: Field Survey.

The respondents were asked that whether they are pursuing currently any academic programmes. About 22 per cent respondents admitted that they are currently pursuing academic programmes. This was found more pronouncing in Andhra Pradesh (82.5 per cent) followed by Bihar (44.6 per cent), Tamil Nadu (36.7 per cent) and Jammu and Kashmir (27.9 per cent) (Table 6.7).

Table: 6.7

Whether You Are Pursuing Currently Any Academic Programme

State	Yes	No	Total
Andhra Pradesh	198	42	240
	82.5%	17.5%	100.0%
Tamilnadu	88	152	240
	36.7%	63.3%	100.0%
Uttar Pradesh	50	190	240
	20.8%	79.2%	100.0%
West Bengal	16	224	240
	6.7%	93.3%	100.0%
Bihar	107	133	240
	44.6%	55.4%	100.0%
Haryana	32	208	240
	13.3%	86.7%	100.0%
Jammu & Kashmir	67	173	240
	27.9%	72.1%	100.0%
Madhya Pradesh	0	240	240
	0.0%	100.0%	100.0%
Maharashtra	29	211	240
	12.1%	87.9%	100.0%
Manipur	0	240	240
	0.0%	100.0%	100.0%
Mizoram	0	240	240
	0.0%	100.0%	100.0%
Rajasthan	61	179	240
	25.4%	74.6%	100.0%
Total	**648**	**2232**	**2880**
	22.5%	**77.5%**	**100.0%**

Source: Field Survey.

The respondents were further asked that whether they are attending classes regularly. Only 20 per cent respondents admitted that they are attending classes regularly. This was found significantly high in

Andhra Pradesh (52.1 per cent) followed by Bihar (44.6 per cent), Tamil Nadu (36.7 per cent) and Jammu and Kashmir (27.9 per cent) (Table 6.8).

<div align="center">

Table: 6.8

Whether You Are Attending Classes Regularly

</div>

State	Yes	No	Total
Andhra Pradesh	125	115	240
	52.1%	47.9%	100.0%
Bihar	107	133	240
	44.6%	55.4%	100.0%
Haryana	32	208	240
	13.3%	86.7%	100.0%
Jammu & Kashmir	67	173	240
	27.9%	72.1%	100.0%
Madhya Pradesh	0	240	240
	0.0%	100.0%	100.0%
Maharashtra	29	211	240
	12.1%	87.9%	100.0%
Manipur	0	240	240
	0.0%	100.0%	100.0%
Mizoram	0	240	240
	0.0%	100.0%	100.0%
Rajasthan	61	179	240
	25.4%	74.6%	100.0%
Tamil Nadu	88	152	240
	36.7%	63.3%	100.0%
Uttar Pradesh	50	190	240
	20.8%	79.2%	100.0%
West Bengal	16	224	240
	6.7%	93.3%	100.0%
Total	**575**	**2305**	**2880**
	20.0%	**80.0%**	**100.0%**

Source: Field Survey.

About 54 per cent respondents reported that they are enrolled in coaching/training for jobs in private sector. This was found more pronouncing in Jammu and Kashmir (100 per cent), Maharashtra (100 per cent), Haryana (82.1 per cent), Tamil Nadu (79.2 per cent), Manipur (77.1 per cent), Bihar (74.2 per cent) and Mizoram (66.7 per cent). About 32 per cent respondents were found enrolled in entrance examination for technical / professional courses. This was recorded high in Andhra Pradesh (100 per cent), Madhya Pradesh (65 per cent), Uttar Pradesh (61.7 per cent) and West Bengal (50 per cent). Enrolment in Group C courses was found significant (8.9 per cent). However, enrolment in Group A and Group B courses was found very low. Enrolment in Group C courses was recorded high in West Bengal (50 per cent), Rajasthan 19.6 per cent) and Uttar Pradesh (12.5 per cent) (Table 6.9).

Table: 6.9

State-wise Enrolment in Courses

State	Group A	Group B	Group C	Entrance Examination For Technical / Professional Courses	Coaching/ Training For Jobs in Private Sectors	Remedial Coaching/ Tuition	Coaching For Recruitment	Total
Andhra Pradesh	0	0	0	240	0	0	0	240
	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
Tamil Nadu	0	0	0	50	190	0	0	240
	0.0%	0.0%	0.0%	20.8%	79.2%	0.0%	0.0%	100.0%
Uttar Pradesh	5	0	30	148	57	0	0	240
	2.1%	0.0%	12.5%	61.7%	23.8%	0.0%	0.0%	100.0%
West Bengal	0	0	120	120	0	0	0	240
	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%	0.0%	100.0%
Bihar	34	3	25	0	178	0	0	240
	14.2%	1.3%	10.4%	0.0%	74.2%	0.0%	0.0%	100.0%

Haryana	20	5	0	18	197	0	0	240
	8.3%	2.1%	0.0%	7.5%	82.1%	0.0%	0.0%	100.0%
Jammu & Kashmir	0	0	0	0	240	0	0	240
	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%
Madhya Pradesh	15	65	4	156	0	0	0	240
	6.3%	27.1%	1.7%	65.0%	0.0%	0.0%	0.0%	100.0%
Maharashtra	0	0	0	0	240	0	0	240
	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%
Manipur	0	0	30	25	185	0	0	240
	0.0%	0.0%	12.5%	10.4%	77.1%	0.0%	0.0%	100.0%
Mizoram	0	0	0	80	160	0	0	240
	0.0%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%	100.0%
Rajasthan	0	0	47	76	117	0	0	240
	0.0%	0.0%	19.6%	31.7%	48.8%	0.0%	0.0%	100.0%
Total	**74**	**73**	**256**	**913**	**1564**	**0**	**0**	**2880**
	2.6%	**2.5%**	**8.9%**	**31.7%**	**54.3%**	**0.0%**	**0.0%**	**100.0%**

Source: Field Survey.

Students enrolled in Group A courses were mainly from rural and urban areas while majority of the students enrolled in Group B courses were from metropolitan cities. Students enrolled in Group C courses were mainly from rural areas. About half of the students enrolled in coaching / training for jobs in private sector were from urban areas while students enrolled in entrance examination for technical / professional courses were mainly from urban and rural areas (Table 6.10).

Table: 6.10

Ecological Background-wise Category of Enrolment in Courses

Group	Metropolitan City	Rural	Semi-Urban	Urban	Total
Group-A	0	37	3	34	74
	0.0%	50.0%	4.1%	45.9%	100.0%
Group-B	51	8	3	11	73
	69.86 %	10.96%	4.11%	15.07%	100.0%
Group-C	8	193	6	49	256
	3.13%	75.39%	2.34%	19.14%	100%
Entrance Examination for Technical / Professional Courses	81	390	28	414	913
	8.87%	42.72%	3.07%	45.35%	100.0%
Coaching /Training for job in Private Sectors	242	417	89	816	1564
	15.47%	26.66%	5.69%	52.73%	100.0%
Remedial Coaching	0	0	0	0	0
	0%	0%	0%	0%	100.0%
Coaching for Recruitment	0	0	0	0	0
	0%	0%	0%	0%	100.0%
Total	**382**	**1045**	**129**	**1324**	**2880**
	13.3%	**36.3%**	**4.5%**	**45.9%**	**100%**

Source: Field Survey.

The female students were found enrolled mainly in courses of entrance examination for technical / professional courses (46.22 per cent) followed by Group B courses (38.36 per cent). However, proportion of male students was recorded high in coaching / training for jobs in private sectors (73.34 per cent), Group A courses (68.9 per cent) and Group C courses (68.73 per cent) (Table 6.11).

Gender-wise Category of Enrolment in Courses

Group	Male	Female	Total
Group-A	51	23	74
	68.9%	31.1%	100%
Group-B	45	28	73
	61.64%	38.36%	100%
Group-C	176	80	256
	68.75%	31.25%	100%
Entrance Examination for Technical/ Professional courses	491	422	913
	53.78%	46.22%	100%
Coaching / Training for job in Private Sectors	1147	417	1564
	73.34%	26.66%	100%
Remedial Coaching	0	0	0
	0%	0%	100%
Coaching for Recruitment	0	0	0
	0%	0%	100%
Total	**1910**	**970**	**2880**
	66.3%	**33.7%**	**100%**

Source: Field Survey

Chart: 6.3

Category of Enrolment in Courses
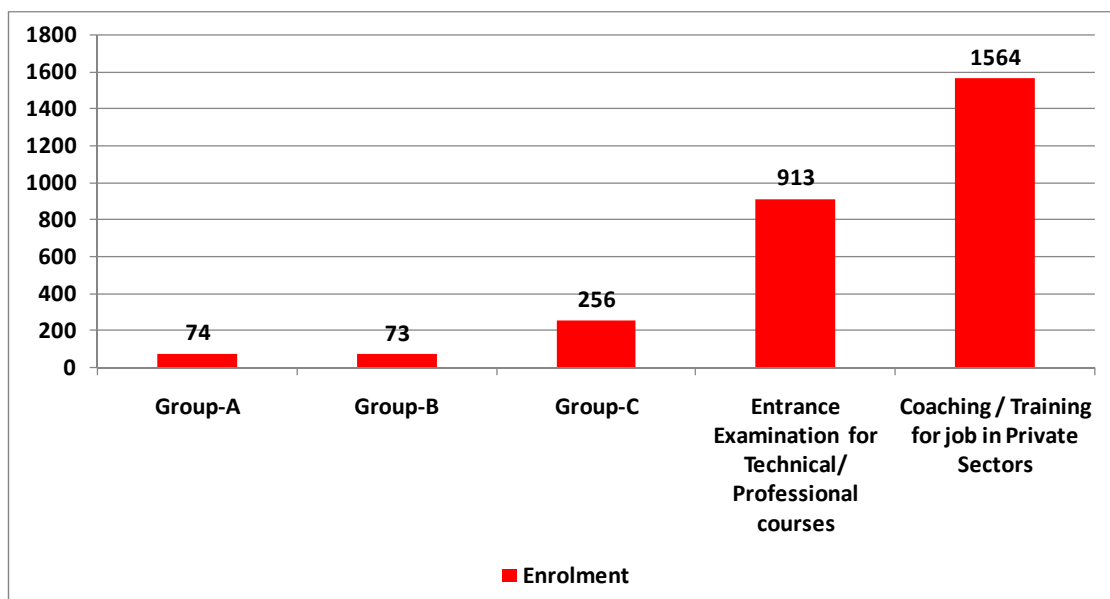
The proportion of Muslim students was recorded high in Group C courses (94.53 per cent) followed by Group B courses (84.93 per cent) and entrance examination for technical / professional courses (82.61 per cent). The Sikh respondents were found enrolled mainly in entrance examination for technical /professional courses followed by Group A courses while Christian students were found enrolled mainly in coaching/ training for jobs in private sectors and entrance examination for technical / professional courses. The Buddhist students were enrolled mainly in coaching / training for jobs in private sector courses (Table 6.12).

Table: 6.12

Religion-wise Category of Enrolment in Courses

Group	Muslims	Sikh	Christian	Buddhist	Total
Group-A	51	22	1	0	74
	68.9%	29.7%	1.4%	0%	100%
Group-B	62	5	6	0	73
	84.93%	6.85%	8.22%	0%	100%
Group-C	242	1	13	0	256
	94.53%	0.4%	5.08%	0%	100%
Entrance Examination for Technical / Professional Courses	755	34	123	1	913
	82.69%	3.72%	13.47%	0.11%	100%
Coaching /Training for job in Private sectors	1116	15	333	100	1564
	71.36%	0.96%	14.89%	6.39%	100%
Remedial Coaching	0	0	0	0	0
	0%	0%	0%	0%	100%
Coaching for Recruitment	0	0	0	0	0
	0%	0%	0%	0%	100%
Total	**2226**	**77**	**476**	**101**	**2880**
	77.3%	**2.7%**	**16.5%**	**3.5%**	**100%**

Source: Field Survey

The respondents were asked that whether they are satisfied with teaching aids and methods. About 2/3rd respondents were found satisfied while more than 1/4th respondents were found fully satisfied with teaching aids / methods. The proportion of fully satisfied respondents was recorded high in Haryana (90.8 per cent) followed by Andhra Pradesh (52.1 per cent), Bihar (46.7 per cent) and Manipur (38.8 per cent) (Table 6.13).

Table: 6.13

Are you Satisfied with Teaching Methods

State	Fully Satisfied	Satisfied	Somewhat Satisfied	Total
Andhra Pradesh	125	115	0	240
	52.1%	47.9%	0.0%	100.0%
Tamil Nadu	14	226	0	240
	5.8%	94.2%	0.0%	100.0%
Uttar Pradesh	85	154	1	240
	35.4%	64.2%	0.4%	100.0%
West Bengal	24	107	109	240
	10.0%	44.6%	45.4%	100.0%
Bihar	112	121	7	240
	46.7%	50.4%	2.9%	100.0%
Haryana	218	22	0	240
	90.8%	9.2%	0.0%	100.0%
Jammu & Kashmir	59	177	4	240
	24.6%	73.8%	1.7%	100.0%
Madhya Pradesh	7	181	52	240
	2.9%	75.4%	21.7%	100.0%
Maharashtra	2	235	3	240
	0.8%	97.9%	1.2%	100.0%
Manipur	81	139	20	240
	33.8%	57.9%	8.3%	100.0%
Mizoram	0	240	0	240
	0.0%	100.0%	0.0%	100.0%

Rajasthan	58	180	2	240
	24.2%	75.0%	0.8%	100.0%
Total	**785**	**1897**	**198**	**2880**
	27.3%	**65.9%**	**6.9%**	**100.0%**

Source: Field Survey.

The respondents were asked that whether they are satisfied with availability of quality of stock in library. Less than 2/3rd respondents were found satisfied while less than 1/4th respondents were found very satisfied with the availability of quality of stock in library. However, about 10 per cent respondents were found dissatisfied with the availability of quality of stock in library. This was found more pronouncing in West Bengal followed by Madhya Pradesh and Rajasthan (Table 6.14).

Table: 6.14

Are You Satisfied with Availability of Quality of Stock in Library

State	Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	Total
Andhra Pradesh	123	112	5	0	240
	51.2%	46.7%	2.1%	0.0%	100.0%
Tamil Nadu	27	212	1	0	240
	11.2%	88.3%	0.4%	0.0%	100.0%
Uttar Pradesh	117	106	6	11	240
	48.8%	44.2%	2.5%	4.6%	100.0%
West Bengal	23	101	97	19	240
	9.6%	42.1%	40.4%	7.9%	100.0%
Bihar	95	125	16	4	240
	39.6%	52.1%	6.7%	1.7%	100.0%
Haryana	214	24	2	0	240
	89.2%	10.0%	0.8%	0.0%	100.0%

Jammu & Kashmir	13	225	2	0	240
	5.4%	93.8%	0.8%	0.0%	100.0%
Madhya Pradesh	3	154	83	0	240
	1.2%	64.2%	34.6%	0.0%	100.0%
Maharashtra	2	234	0	4	240
	0.8%	97.5%	0.0%	1.7%	100.0%
Manipur	0	220	20	0	240
	0.0%	91.7%	8.3%	0.0%	100.0%
Mizoram	0	240	0	0	240
	0.0%	100.0%	0.0%	0.0%	100.0%
Rajasthan	58	128	54	0	240
	24.2%	53.3%	22.5%	0.0%	100.0%
Total	**675**	**1881**	**286**	**38**	**2880**
	23.4%	**65.3%**	**9.9%**	**1.3%**	**100.0%**

Source: Field Survey.

Satisfaction with quality of teaching is shown in Table 6.15. About 63 per cent respondents were found satisfied while less than 1/3rd respondents were found very satisfied with quality of teaching. However, about 5 per cent respondents were found somewhat satisfied and dissatisfied with the quality of teaching. This was found more pronouncing in West Bengal.

Table: 6.15

Satisfaction With the Quality of Teaching

State	Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	Total
Andhra Pradesh	131	109	0	0	240
	54.6%	45.4%	0.0%	0.0%	100.0%

Tamil Nadu	32	208	0	0	240
	13.3%	86.7%	0.0%	0.0%	100.0%
Uttar Pradesh	134	101	5	0	240
	55.8%	42.1%	2.1%	0.0%	100.0%
West Bengal	30	103	104	3	240
	12.5%	42.9%	43.3%	1.2%	100.0%
Bihar	124	109	7	0	240
	51.7%	45.4%	2.9%	0.0%	100.0%
Haryana	226	14	0	0	240
	94.2%	5.8%	0.0%	0.0%	100.0%
Jammu & Kashmir	74	166	0	0	240
	30.8%	69.2%	0.0%	0.0%	100.0%
Madhya Pradesh	7	231	2	0	240
	2.9%	96.2%	0.8%	0.0%	100.0%
Maharashtra	20	219	1	0	240
	8.3%	91.2%	0.4%	0.0%	100.0%
Manipur	81	159	0	0	240
	33.8%	66.2%	0.0%	0.0%	100.0%
Mizoram	0	240	0	0	240
	0.0%	100.0%	0.0%	0.0%	100.0%
Rajasthan	77	163	0	0	240
	32.1%	67.9%	0.0%	0.0%	100.0%
Total	**936**	**1822**	**119**	**3**	**2880**
	32.5%	**63.3%**	**4.1%**	**0.1%**	**100.0%**

Source: Field Survey.

General use of stipend is shown in Table 6.16. About half of the stipend is being used for lodging and accommodation purposes. This was found high in Tamil Nadu followed by Maharashtra, Andhra Pradesh and Rajasthan. About 18 per cent stipend is being used for food intake. This was found high in Jammu and Kashmir followed by Bihar, West Bengal and Maharashtra. About 17 per cent stipend is being used for local conveyance while 13 per cent amount of stipend is being used for purchasing of books and reading materials.

Table: 6.16

General Use of Stipend

State	Use of Stipend				
	Purchase of Books / Reading Materials	Local Conveyance	Food intake	Lodging & Accommodation	Others-Entrance Exam. Fee
Andhra Pradesh	10%	15%	15%	55%	5%
Tamil Nadu	10%	20%	10%	60%	0%
Uttar Pradesh	12%	20%	15%	45%	8%
West Bengal	20%	18%	22%	30%	10%
Bihar	10%	10%	23%	50%	7%
Haryana	18%	12%	16%	50%	4%
Jammu & Kashmir	17%	23%	25%	35%	0%
Madhya Pradesh	14%	18%	14%	45%	9%
Maharashtra	5%	15%	21%	56%	3%
Manipur	19%	21%	18%	38%	4%
Mizoram	13%	21%	17%	43%	6%
Rajasthan	8%	15%	16%	53%	8%
Total	**13%**	**17%**	**18%**	**47%**	**5%**

Source: Field Survey.

The respondents were asked that whether the discontinuation of stipend will discourage them and adversely affect the quality of learning and success. Most of the respondents were found agreed on this view point. Moreover, about 16 per cent respondents were found strongly

agreed on this view point. This was found more pronouncing in Bihar (43.8 per cent) followed by Manipur (40.8 per cent) and Haryana (40 per cent) (Table 6.17).

Whether Discontinuation of Stipend Will Adversely Affect Quality of Learning and Success

State	Strongly Agree	Agree	Somewhat Agree	Do Not Agree	Total
Andhra Pradesh	15	225	0	0	240
	6.2%	93.8%	0.0%	0.0%	100.0%
Tamil Nadu	10	219	11	0	240
	4.2%	91.2%	4.6%	0.0%	100.0%
Uttar Pradesh	68	170	2	0	240
	28.3%	70.8%	0.8%	0.0%	100.0%
West Bengal	0	235	4	1	240
	0.0%	97.9%	1.7%	0.4%	100.0%
Bihar	105	117	17	1	240
	43.8%	48.8%	7.1%	0.4%	100.0%
Haryana	96	144	0	0	240
	40.0%	60.0%	0.0%	0.0%	100.0%
Jammu & Kashmir	28	212	0	0	240
	11.7%	88.3%	0.0%	0.0%	100.0%
Madhya Pradesh	5	234	1	0	240
	2.1%	97.5%	0.4%	0.0%	100.0%
Maharashtra	8	228	2	2	240
	3.3%	95.0%	0.8%	0.8%	100.0%
Manipur	98	142	0	0	240
	40.8%	59.2%	0.0%	0.0%	100.0%
Mizoram	0	240	0	0	240
	0.0%	100.0%	0.0%	0.0%	100.0%
Rajasthan	32	208	0	0	240
	13.3%	86.7%	0.0%	0.0%	100.0%
Total	**465**	**2374**	**37**	**4**	**2880**
	16.1%	**82.4%**	**1.3%**	**0.1%**	**100.0%**

Source: Field Survey.

Majority of the students rated coaching services as good and very good. However, a significant proportion of respondents rated the services of placement, stock of library resources, usefulness of reading materials, availability of hostel facility in the locality of coaching centres and teaching methodology as somewhat good. The significant proportion of respondents rated the services of quality of infrastructure, stock of library resources, qualified and experienced faculty, placement services, usefulness of reading materials, availability of hostel facility in the locality of coaching centres and quality of teaching as very and very poor (Table 6.18).

Table: 6.18
Rating of Coaching Services

Factors As Per Your Order	Using Scale					Total
	Very Poor	Poor	Somewhat Good	Good	Very Good	
Location of coaching/training centre	7	27	274	1452	1120	2880
	0.2%	0.9%	9.5%	50.4%	38.9%	100.0%
Infrastructure of coaching/training centre	7	45	299	1774	755	2880
	0.2%	1.6%	10.4%	61.6%	26.2%	100.0%
Quality of infrastructural services	9	139	311	1646	775	2880
	0.3%	4.8%	10.8%	57.2%	26.9%	100.0%
Adequacy of infrastructural services	13	184	279	1736	668	2880
	0.5%	6.4%	9.7%	60.3%	23.2%	100.0%
Stock of library resources	175	109	597	1327	672	2880
	6.1%	3.8%	20.7%	46.1%	23.3%	100.0%
Qualified and experienced faculty	52	136	226	1687	779	2880
	1.8%	4.7%	7.8%	58.6%	27.0%	100.0%
Placement services	157	119	754	1071	779	2880
	5.5%	4.1%	26.2%	37.2%	27.0%	100.0%

Quality of teaching	4	139	308	1565	864	2880
	0.1%	4.8%	10.7%	54.3%	30.0%	100.0%
Usefulness of reading material	129	42	510	1480	719	2880
	4.5%	1.5%	17.7%	51.4%	25.0%	100.0%
Teaching methodology	13	152	486	1452	777	2880
	0.5%	5.3%	16.9%	50.4%	27.0%	100.0%
Availability of public conveyance to coaching/training centre	43	60	399	1540	838	2880
	1.5%	2.1%	13.9%	53.5%	29.1%	100.0%
Availability of hostel facility in the locality of coaching/training centre	241	58	516	1314	751	2880
	8.4%	2.0%	17.9%	45.6%	26.1%	100.0%

Source: Field Survey.

Majority of the respondents graded coaching institutions as good and very good. This was found more pronouncing in case of adequacy of infrastructure, experience and qualification of faculty, higher level of placement of trainees, quality and usefulness of reading materials, methodology of teaching / training, behaviour of trainers and staff and availability of information regarding various career opportunities. However, significant proportion of respondents rated coaching institutions as poor and very poor in terms of basic amenities at training centres, institutional efforts for placements, stock of library resources, organizing of guest classes, duration of library services and past success rates (Table 6.19).

Table: 6.19
Grading of Coaching Institutions

Factors As Per Your Order	Using Scale					Total
	Very Poor	**Poor**	**Somewhat Good**	**Good**	**Very Good**	
Past success rate/ result	124	106	594	1277	779	2880
	4.3%	3.7%	20.6%	44.3%	27.0%	100.0%

Experience and qualification of faculty	6	142	219	1673	839	2880
	0.2%	4.9%	7.6%	58.1%	29.1%	100.0%
Quality of Infrastructure	10	148	325	1642	755	2880
	0.3%	5.1%	11.3%	57.0%	26.2%	100.0%
Adequacy of infrastructure	61	154	328	1765	572	2880
	2.1%	5.3%	11.4%	61.3%	19.9%	100.0%
Higher level of placement of trainees	140	125	565	1531	519	2880
	4.9%	4.3%	19.6%	53.2%	18.0%	100.0%
Quality and usefulness of reading material	109	64	528	1564	615	2880
	3.8%	2.2%	18.3%	54.3%	21.4%	100.0%
Methodology of teaching/ training	15	199	367	1575	724	2880
	0.5%	6.9%	12.7%	54.7%	25.1%	100.0%
Basic amenities at training centre	164	135	435	1434	712	2880
	5.7%	4.7%	15.1%	49.8%	24.7%	100.0%
Behaviour of trainers and staff	9	131	164	1598	978	2880
	0.3%	4.5%	5.7%	55.5%	34.0%	100.0%
Availability of information regarding various career opportunities	147	50	423	1459	801	2880
	5.1%	1.7%	14.7%	50.7%	27.8%	100.0%
Institutional efforts for placement	148	127	706	1249	650	2880
	5.1%	4.4%	24.5%	43.4%	22.6%	100.0%
Stock of library resources	164	130	702	1353	531	2880
	5.7%	4.5%	24.4%	47.0%	18.4%	100.0%
Duration of library services	166	119	623	1299	673	2880
	5.8%	4.1%	21.6%	45.1%	23.4%	100.0%
Organizing of guest classes	138	169	488	1385	700	2880
	4.8%	5.9%	16.9%	48.1%	24.3%	100.0%

Source: Field Survey.

Overall success rate has been reported to be 38.68 per cent. The success rate has been found high in case of entrance examination for technical / professional courses (55.85 per cent). State-wise success rate has been reported significant high in Andhra Pradesh (71.3 per cent) followed by Jammu and Kashmir (62.1 per cent), Rajasthan (58.75 per cent), Uttar Pradesh (52.5 per cent) and Haryana (50.83 per cent). In Group A courses, success rate was recorded high in Madhya Pradesh (66.67 per cent) while in Group B courses success rate was recorded high in Bihar (66.67 per cent). Success rate for Group C courses was found significant in the state of Manipur (33.33 per cent) followed by Rajasthan (27.66 per cent) and Uttar Pradesh (23.33 per cent). Success rate for entrance examination for technical / professional courses was recorded significant high in Tamil Nadu (100 per cent) followed by Rajasthan (78.94 per cent) and Andhra Pradesh (71.3 per cent). Success rate for coaching / training for jobs in private sector was recorded high in Uttar Pradesh (91.23 per cent) followed by Jammu and Kashmir (62.1 per cent), Rajasthan (58.12 per cent) and Haryana (54.82 per cent) (Table 6.20).

Table: 6.20

State-wise Success Rates Against Enrolments

State	Group A	Group B	Group C	Entrance Examination For Technical / Professional Courses	Coaching/ Training For Jobs In Private Sectors Courses	Remedial Coaching/ Tuition	Coaching For Recruitment	Total
Andhra Pradesh	0	0	0	171	0	0	0	171
	0.0%	0.0%	0.0%	71.3%	0.0%	0.0%	0.0%	71.3%
Tamil Nadu	0	0	0	50	40	0	0	90
	0.0%	0.0%	0.0%	100%	21.05%	0.0%	0.0%	37.5%
Uttar Pradesh	1	0	7	66	52	0	0	126
	20%	0.0%	23.33%	44.59%	91.23%	0.0%	0.0%	52.50%
West Bengal	0	0	1	68	0	0	0	69
	0.0%	0.0%	0.83%	56.67%	0.0%	0.0%	0.0%	28.75%

Bihar	8	2	0	0	1	0	0	11
	23.53%	66.67%	0.0%	0.0%	0.56%	0.0%	0.0%	4.58%
Haryana	6	4	0	4	108	0	0	122
	30.0%	80.0%	0.0%	22.22%	54.82%	0.0%	0.0%	50.83%
Jammu & Kashmir	0	0	0	0	149	0	0	240
	0.0%	0.0%	0.0%	0.0%	62.1%	0.0%	0.0%	62.1%
Madhya Pradesh	10	20	0	32	0	0	0	62
	66.67%	30.77%	0.0%	20.51%	0.0%	0.0%	0.0%	25.83%
Maharashtra	0	0	0	0	0	0	0	0
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%
Manipur	0	0	10	12	64	0	0	86
	0.0%	0.0%	33.33%	48.0%	34.59%	0.0%	0.0%	35.83%
Mizoram	0	0	0	47	40	0	0	87
	0.0%	0.0%	0.0%	58.75%	25.0%	0.0%	0.0%	36.25%
Rajasthan	0	0	13	60	68	0	0	141
	0.0%	0.0%	27.66%	78.94%	58.12%	0.0%	0.0%	58.75%
Total	25	26	31	510	522	0	0	1114
	33.78%	35.62%	12.11%	55.85%	33.38%	0.0%	0.0%	38.68%

Source: Field Survey

Chart: 6.4

State-wise Success Rates Against Enrolments
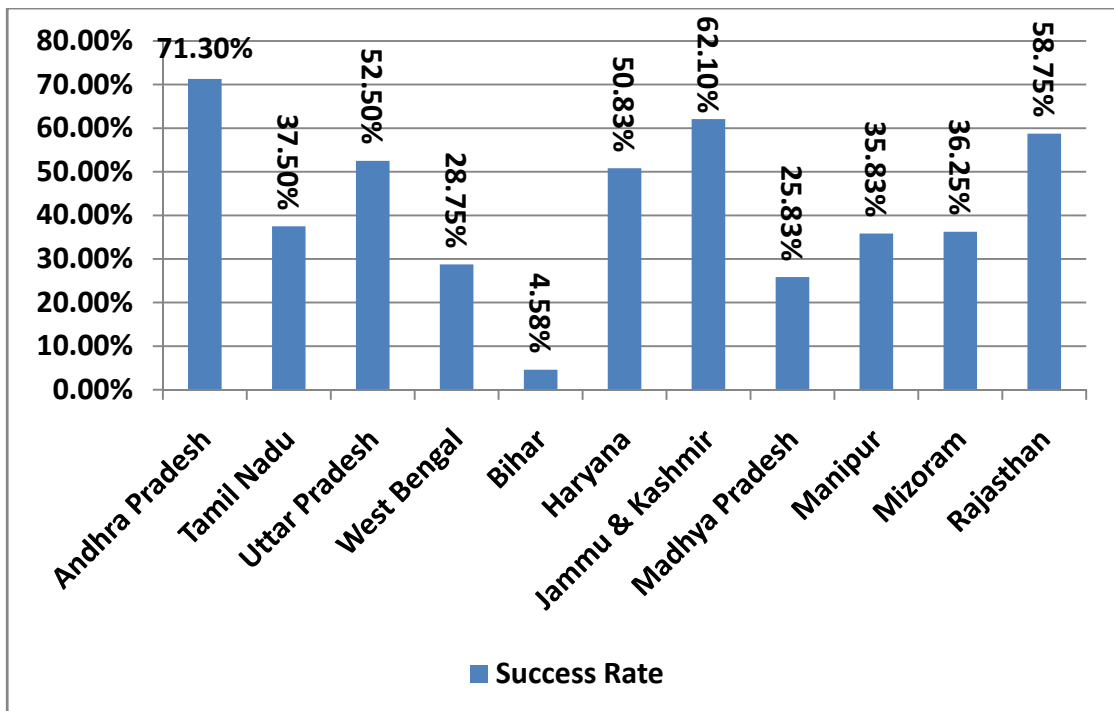
Success rates have been reported high in urban areas and metropolitan cities as compared to rural areas. However, success rate for entrance examination for technical / professional courses was found significantly high as compared to success rate in urban areas (Table 6.21).

Table: 6.21

Ecological Background-wise Success Against Enrolments

Group	Metropolitan City	Rural	Semi-Urban	Urban	Total
Group-A	0	12	1	12	25
	0%	32.43%	33.33%	35.29%	33.78%
Group-B	15	5	0	6	26
	20.55%	6.85%	0%	8.22%	35.62%
Group-C	0	24	0	7	31
	0%	9.38%	0%	2.73%	12.11%
Entrance Examination for Technical/ Professional Courses	41	246	12	211	510
	44.91%	26.94%	13.14%	23.11%	55.86%
Coaching/Training for job in Private Sectors	47	195	40	240	522
	3.01%	12.47%	2.56%	15.34%	33.38%
Remedial Coaching	0	0	0	0	0
	0%	0%	0%	0%	0%
Coaching for Recruitment	0	0	0	0	0
	0%	0%	0%	0%	0%
Total	**103**	**482**	**53**	**476**	**1114**
	26.96%	**46.12%**	**41.09%**	**35.95%**	**38.68%**

Source: Field Survey

Success rates for Group A courses was recorded high among Christians as compared to other religious groups while in Group B courses, success rate was recorded high among Sikh students as compared to other religious groups. For Group C courses, Christians achieved higher success rates while Buddhist and Christians recorded high success rates in the entrance examinations for technical / professional courses. However, success rate for coaching / training for jobs in private sector was recorded high among Muslims as compared to other religious groups (Table 6.22).

Table: 6.22

Religion-wise Success Rates Against Enrolments

Group	Muslims	Sikh	Christian	Buddhist	Total
Group-A	18	6	1	0	25
	35.29%	27.27%	100%	0%	33.78%
Group-B	21	4	1	0	26
	33.87%	80.0%	16.67%	0%	35.62%
Group-C	28	0	3	0	31
	11.57%	0%	23.08%	0%	12.11%
Entrance Examination for Technical/ Professional Courses	420	9	80	1	510
	55.63%	26.47%	65.04%	100%	55.86%
Coaching/Training for job in Private Sectors	420	3	99	0	522
	37.63%	20.0%	29.73%	0%	33.38%
Remedial Coaching	0	0	0	0	0
	0%	0%	0%	0%	0%
Coaching for Recruitment	0	0	0	0	0
	0%	0%	0%	0%	0%
Total	**907**	**22**	**184**	**1**	**1114**
	40.75%	**28.57%**	**38.65%**	**0.99%**	**38.68%**

Source: Field Survey

Religion-wise Success Rates Against Enrolments
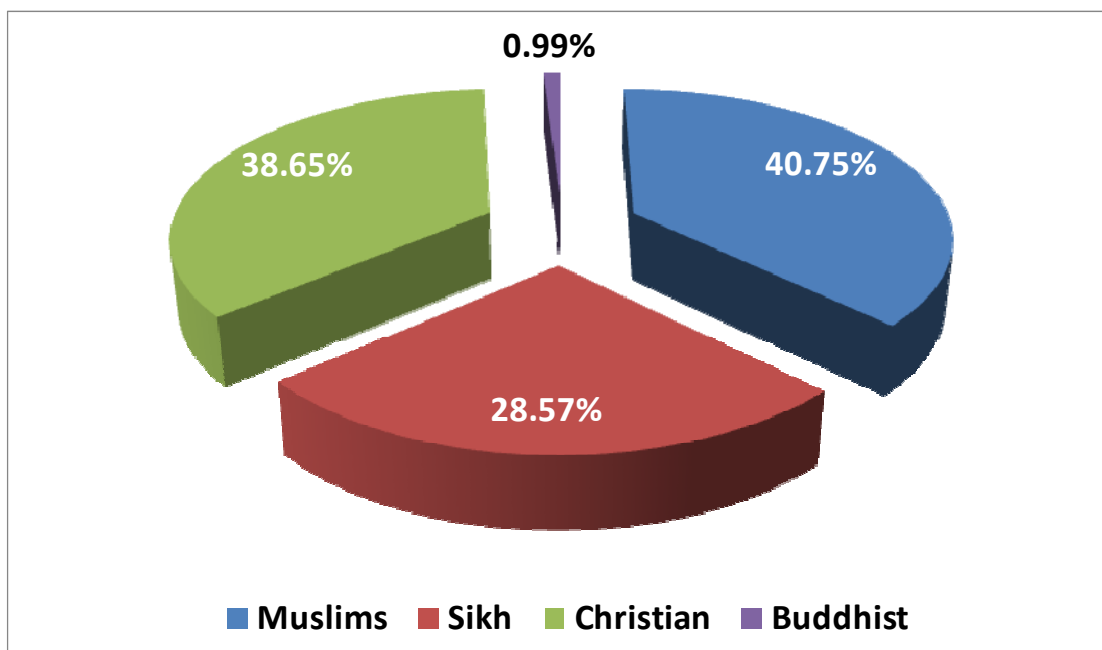
Overall success rate has been recorded high among female candidates as compared to male candidates. About 62 per cent female candidates succeeded in the entrance examinations for technical / professional courses as compared to 50.71 per cent male candidates. However, male candidates achieved higher success rate in Group A courses and Group C courses (Table 6.23).

Table: 6.23

Gender-wise Success Rates Against Enrolments

Group	Male	Female	Total
Group-A	19	6	25
	37.26%	26.09%	33.78%
Group-B	16	10	26
	35.56%	35.71%	35.62%
Group-C	25	6	31
	14.21%	7.50%	12.11%
Entrance Examination for Technical / Professional Courses	249	261	510
	50.71%	61.85%	55.86%

Coaching /Training for job in Private Sectors	366	156	522
	31.91%	37.41%	33.38%
Remedial coaching	0	0	0
	0%	0%	0%
Coaching for Recruitment	0	0	0
	0%	0%	0%
Total	**675**	**439**	**1114**
	35.34%	**45.26%**	**38.68%**

Source: Field Survey

Free Coaching and Allied Scheme has positive impact on learning and knowledge of the aspirants for competitive examinations. Most of the respondents revealed that coaching has increased their confidence level (81.1 per cent). This was found more pronouncing in Mizoram followed by Andhra Pradesh, West Bengal, Haryana, Tamil Nadu, Uttar Pradesh, Jammu and Kashmir and Bihar. About 63 per cent respondents reported that coaching has increased existing body of knowledge to the greater extent. This was found more pronouncing in Mizoram, Manipur, Tamil Nadu, Madhya Pradesh, Jammu and Kashmir, Rajasthan and Andhra Pradesh. A large proportion of respondents in West Bengal and Bihar admitted that coaching has increased existing body of knowledge substantially (Table 6.24).

Table: 6.24

Impact of Coaching

State	Increased Confidence Level	Increased Existing Body of Knowledge Substantially	Increased Existing Body of Knowledge to the Greater Extent	No Improvement in Knowledge Base	Total
Andhra Pradesh	237	0	129	0	240
	98.8%	0.0%	53.8%	0.0%	100.0%
Tamilnadu	228	20	219	0	240
	95.0%	8.3%	91.2%	0.0%	100.0%
Uttar Pradesh	218	19	126	0	240
	90.8%	7.9%	52.5%	0.0%	100.0%
West Bengal	235	136	89	1	240
	97.9%	56.7%	37.1%	0.4%	100.0%

Bihar	194	84	61	1	240
	80.8%	35.0%	25.4%	0.4%	100.0%
Haryana	235	40	28	2	240
	97.9%	16.7%	11.7%	0.8%	100.0%
Jammu & Kashmir	205	14	197	0	240
	85.4%	5.8%	82.1%	0.0%	100.0%
Madhya Pradesh	85	24	213	0	240
	35.4%	10.0%	88.8%	0.0%	100.0%
Maharashtra	139	20	156	0	240
	57.9%	8.3%	65.0%	0.0%	100.0%
Manipur	161	0	240	0	240
	67.1%	0.0%	100.0%	0.0%	100.0%
Mizoram	240	0	240	0	240
	100.0%	0.0%	100.0%	0.0%	100.0%
Rajasthan	159	3	129	0	240
	66.2%	1.2%	53.8%	0.0%	100.0%
Total	**2336**	**360**	**1827**	**4**	**2880**
	81.1%	**12.5%**	**63.4%**	**0.1%**	**100.0%**

Source: Field Survey.

The above analysis simply demonstrates that most of the aspirants are from the low age group and males. A significant proportion of respondents were found married. Significant proportions of respondents were found pursuing academic programmes from university/college. Majority of the respondents were found satisfied with the teaching methods, availability of quality of stock in library, quality teaching of faculty members, hostel facilities and mess facilities. Almost all the respondents were in favour of continuing the stipend for quality learning and higher rate of success. Overall success rate has been found significantly high however; success rate has been recorded high in entrance examination for technical / professional courses and coaching / training for jobs in private sector. Moreover, female candidates achieved higher success rate as compared to male candidates.

Chapter: 7
Conclusion and Policy Recommendations

Weaker sections including Scheduled castes, Scheduled tribes, OBCs and minority communities In India present a significant degree of cultural and ethnic diversity. They differ in their socio economic levels of development as well as in their behavioral patterns. Moreover their situation in India poses peculiar problems of development, not encountered in other areas the peculiarities can be broadly sum the as geographical, demographic, socio culture and exploitative. The representation of SC's, ST's, OBCs and minorities in government services, particularly in premier services has been reported to be low despite positive discrimination and reservation provision. This is because of the fact that their share in enrollment in higher education sector is low and they are poor in fundamental knowledge and entrepreneurship .Therefore central government as well a state government have implemented educational empowerment programmes and schemes for SC's, ST's, OBCs, and Minorities. These mainly includes pre metric scholarship, post matric scholarship, hostel facility , special education development programme, Ashram schools, book bank schemes , up gradation of merit and coaching and allied services scheme . These schemes and programmes have no doubt impacted positively on educational development of SC's, ST's, OBCs and minorities but effective implementation for such programmes and schemes could not be ensured. Against this backdrop, present study purports to review the performance of coaching and allied services scheme for the candidates belonging to minority communities in various states of India and suggesting policy measures for effective functioning of the scheme.

Main Findings of the Study:

- Free Coaching and Allied Scheme for the candidates belonging to minority communities has been launched by the Ministry of Minority Affairs, Government of India during 2006-2007. During the period of 2007-08 to 2013-14, Rs. 76.17 crores were allocated under the scheme however, a large segment of allocated fund was not released by the Ministry due to several factors. The Ministry has achieved the maximum target for providing training and coaching to the candidates belonging to the minority communities. Overall 34,000 candidates were provided training and coaching under the scheme in the corresponding period.

- The infrastructure, library resources, human resources, amenities and basic facilities in the coaching institutions were found somewhat adequate however; there is vast scope for improvement in order to ensure quality learning and teaching. Most of the coaching institutions are functioning in the rented buildings. Though, availability of computers has been reported high in majority of the states however, internet access is limited both for faculty and candidates belonging to minority communities. Coaching institutions located in Andhra Pradesh, Haryana, Maharashtra, Rajasthan, Uttar Pradesh and West Bengal reported that they are providing hostel and mess facilities to the enrolled students. Though, most of the states reported that they have adequate number of faculty members however, they are getting consolidated salary.

- During last three years, the total enrolment in coaching institutions was recorded 9899 candidates belonging to minority communities. Out of total enrolled candidates, 28.79 per cent candidates were female while majority of the candidates were male. The proportion of female candidates was recorded high for

the entrance examination for technical / professional courses. Out of total enrolled students, 83.49 per cent students were from belonging to Muslim community. The proportion of female candidates was recorded high in the state of Andhra Pradesh followed by Mizoram and Madhya Pradesh. About 9 per cent candidates were found belonging to Christian community while about 5 per cent candidates were Buddhists / Parsis. Thus, only 2 per cent candidates were Sikhs.

- Most of the coaching institutions reported that they are providing support services in terms of handouts, conducting tests and providing assignments to the students. The average duration of class has been reported to be 1.5 to 2 hours. The duration of course has also been reported to be 4 to 6 months.

- The expenditure pattern of grants received so far demonstrates that most of the coaching institutions are using the grant mainly for providing honorarium to the faculty and stipend to the students. Other expenses include wages and salaries of the staff and maintenance of coaching institutions.

- The success rate for the last three years in the coaching institutions shows that about half of the enrolled candidates were succeeded. The success rate has been reported high among the Sikh students followed by Muslim students. Again, success rate has been reported high for the coaching / training for job in private sectors and low for Group-C services. Success rate has been reported high in the states of Haryana followed by Maharashtra, Andhra Pradesh, Rajasthan and West Bengal. Success rate among female candidates has been recorded significantly high (64.67 per cent) as compared to male candidates (44.33 per cent).

- All the coaching institutions reported that the present amount of stipend is not sufficient. They have suggested the ideal amount of stipend Rs. 3417 for local candidates and Rs. 4542 for outstation candidates. They were also of the view that discontinuation of stipend will adversely affect the enrolment and success rate as well as discourage the candidates belonging to minority communities.

- Most of the faculty members were found belonging to middle age group and males. About 1/4th faculty members were working on permanent basis while others are getting honorarium on lecture basis. About half of the faculty members were postgraduates and doctorates while less than 1/4th faculty members were graduates. They are undertaking about 20 classes per week. Thus, academic stress has been reported significantly high among the faculty members.

- Faculty members revealed that they are regularly distributing handouts to the students besides conducting tests on regular basis. All the faculty members were found satisfied with the batch of students. They were of the view that discontinuation of stipend will adversely affect the scheme in terms of enrolment and success rate. They also reported that present amount of stipend is not sufficient.

- Most of the students were found belonging to urban areas and the proportion of candidates coming from rural areas constituted 18.3 per cent. This shows that the proper publicity of the scheme could not be ensured as awareness about the scheme in rural and backward areas is low as students coming from rural and semi-urban areas are very low.

- Majority of the students were found belonging to the age group of 16-22 years while about 1/4th students were found belonging to

the age group of 23-28 years. Only 1/3rd students were females. This was found more pronouncing in Andhra Pradesh followed by Mizoram, Tamil Nadu and Manipur. About 3/4th students were found belonging to Muslim community while 16 per cent students were Christians. More than half of the students were localites.

• More than half of the students were found enrolled for coaching / training for jobs in private sectors while less than 1/3rd students were enrolled for entrance examination for technical / professional courses. The enrolment for Group-A, B and C services constituted about 15 per cent. There was no enrolment for remedial coaching / tuition and coaching for recruitment.

• Majority of the students were found satisfied and fully satisfied with the teaching method, quality of stock in library and quality of teaching of teachers.

• Overall less than 2/5th students succeeded in their examinations. The success rate was recorded high for the entrance examination for technical / professional courses. Again, success rate has been found high among Muslim candidates and low among Buddhists / Parsis. Success rate has been found significantly high among female candidates as compared to male candidates. Success rate has been reported high in the state of Andhra Pradesh followed by Rajasthan, Jammu and Kashmir, Haryana and Uttar Pradesh.

• Most of the students reported that free coaching and allied scheme has quality impact on them as it has increased their confidence level and existing body of knowledge. Most of the students were of the view that the discontinuation of stipend will discourage them.

• The ranking of factors demonstrates that significant segment of students are not found satisfied with the location of coaching /

training centers, quality of teaching, availability of public conveyance to coaching institutions, availability of qualified and experienced faculty, placement services, availability of hostel facility in the locality of coaching institutions, usefulness of reading materials, stock of library resources, adequacy of infrastructure services, organizing of guest lectures, duration of library services and institutional efforts for placement.

Policy Recommendations:

- Proper and adequate hostel facilities are to be made available to minority students enrolled for various programmes in coaching institutions. The enrolled students should be provided proper and regular mess facility besides providing library with quality resource stock - books, journals and other periodicals. The internet facility should also be made available in the library and computer centre so that students may get quality resource literature through downloading from various websites and digital libraries.

- As head of the institutions, faculty members and candidates reported that present amount of stipend is not sufficient; the amount of stipend for coaching and allied scheme should be increased substantially to meet the basic requirements and give a sense of equality.

- The coaching institutions may be provided funds for combined classes such SCs, STs, OBCs and Minorities. This will require special provision for releasing funds and resources are to be pooled from Ministry of Tribal Affairs, Ministry of Minority Affairs, and Ministry of Social Justice and Empowerment. Moreover such institutions may also approach to state government for availing funds for maintenance of coaching institutions. Thus, combined

classes will provide equal opportunity for mainstreaming of SC, ST, OBC and Minority students with other castes and classes. The coaching institutions should be allowed to enroll non-reserved category students on professional basis so that they may hire quality teachers, upgrade teaching methods, enrich the library stock and improve the infrastructural facilities through mobilizing resources.

- The coaching institutions should be provided funds timely; however recommendation of state level officials may be kept in mind while releasing the second installment by the Central Government. The delay in releasing of second installment of coaching centers and quality of coaching and other services may be deteriorated.

- The coaching institutions should be allowed to diversify in the programmes and civil services, provincial civil services, state level entrance examination, etc. should be included in the coaching classes. Importantly, the coaching for civil services and provincial civil services may be started at the state headquarters while such programme may be discouraged to initiate in the backward district because in such areas quality faculty is not available. However, other competitive examinations coaching may be provided to such centers. Again, coaching centers should ensure the availability on quality teaching through contract classes and capsule classes by renounced faculty members may take a series of schedules in the centre at one stretch.

- Universities and well established institutes of learning, education and research including NGO's may be promoted to start the coaching institutions because they have plenty of experienced, qualified and competent faculties well equipped and enriched libraries, hostel and other infrastructural facilities.

- All the universities and deemed universities should establish a separate section of SCs STs, OBCs and Minority for facilitating and providing career guidance to them. Importantly, these centers should be established till for individual career counseling, up gradation of skills, motivation and mobilization of aspirants for various services and competitive examiners.

- The coaching institutions should appoint core faculty while library should be enriched. It is also suggested that photo state version of high priced, quality and rare books may be arranged through issuing such books from well established libraries and be kept in the institutions for consultation of students.

- Accountability should be enforced in terms of success rate of the various programmes. The preferences should be given to professional institutions having required facilities.

- Girls from minority communities should be given preference in admission in such coaching institutions. They should be provided social security, separate toilet facility, and hostel and individual career guidance so that they may join the mainstream and avail the reservation benefits.

- In all the coaching schemes whether through NGO's or through state organizations or through universities or private education institutions, the rate of remuneration for teachers should be high enough to attract competent teachers. The rates followed by successful coaching organization should be used as a good indicator for fixing the rates.

- In order to have quality faculty and resource persons, the coaching institutions should invite resources persons from various national level academic institutions as guest faculty while the coaching institutions should allocate substantial amount for

honorarium to the guest faculty for delivering such special classes to their students. The students should be given more exposure related academic inputs rather than theoretical inputs.

- It is suggested that Knowledge Manager/Information Officer may be appointed on contractual basis in each coaching institution that should be given the responsibility of developing quality resource literature for various competitive examinations through internet search, consulting books, periodicals, journals and also translating into vernacular languages for easy understanding of the enrolled students.

- Performance indicators for monitoring the overall success of the coaching institutions should be evolved and those coaching centers who are unable to get the minimum qualifying marks in terms of success rate, the support under the scheme should be withdrawn by the government. Besides, the coaching institutions should insist on enrollment of students for specific examinations only and the enrolled students should be discouraged for appearing various competitive examinations as it affects their concentration on one particular examination.

- It is imperative to review the selection criteria of coaching institutions as some of the good coaching institutions are not willing to apply under the scheme to the Ministry as they are required to get recommendation from the concerned state. The Ministry may also adopt a judicious thinking to consider the proposals recommended by the state government under the scheme. As per the concentration of minority population and educational backwardness, the quota for the states may be fixed up by the Ministry while approving the proposals. The Ministry may also consider proposals from the coaching institutions coming directly without recommendation of the concerned states.

The good coaching institutions may be empanelled for a longer period so that effective implementation of the scheme may be ensured.

- The Ministry may evolve criteria and indicators for evaluation of the performance of the coaching institutions. On the basis of grading system, the coaching institutions may be sorted out for allotment of the number of seats under the scheme. The coaching institution should also evolve criteria and indicators for evaluation of the performance of faculty members and selection of candidates in order to attract the quality faculty and good batch of students.

- It may be recommended that Ministry should directly transfer the amount of stipend to the students enrolled under the scheme as there is no timely disbursement of stipend to the students. Delay in disbursement of stipend to the students creates a lot of confusion and misunderstanding among the students and coaching institutions besides affecting the enrolment, retention, quality of learning and success rate.

- It is suggested that reading materials should be developed by the coaching institutions in consultation with academic experts. The reading materials in proper shape (modules, papers, monographs and reports) should be provided time to time to the students so that they may go through the reading materials in advance and participate effectively in the discussions and deliberations in classrooms. The coaching institutions may approach to the academic experts for developing a feedback form for the assessment of the faculty.

- Coaching institutions should emphasize on institutional efforts for placement services. The data bank for private and corporate sectors may be prepared in advance where students may be

placed besides compiling and display of information on competitive examinations and various career opportunities.

- MIS must be developed for tracking the enrolment, retention, attendance and success for the various courses in coaching institutions. The MIS should be linked with concerned state governments and the Ministry. The physical and financial performance may be provided on monthly basis on a prescribed format both through electronic and printed forms.

- The coaching institutions may adopt biometric attendance system for ensuring good attendance in the classes. This will also ensure quality learning, understanding and higher success rate.

- It is suggested that proper publicity and awareness creation about the scheme should be ensured both at the Ministry level and in the states so that candidates from backward and remote areas may be made aware about the scheme and they may avail the benefits under the scheme.

- Concurrent monitoring and evaluation is necessary to ensure effective implementation and review of the programme. It is recommended that Ministry may set up a separate Division for Monitoring & Evaluation of all centrally sponsored programmes of Ministry of Minority Affairs with well equipped infrastructure, qualified and dedicated manpower in order to evolve National Level Monitoring System based on online Reporting Mechanism.

- It may be recommended that Ministry should organize programmes for Training of Trainers on regular basis at regional level, so that the training/coaching institutions and their resource persons/faculties are well familiar with the approach, methodology and content of the training modules.

Details of Sample Plan for Evaluation & Impact Assessment of Free Coaching Scheme for Candidates Belonging to Minority Communities

S. No.	Name of Region-State	Name of Districts	Total No. of Sample Beneficiaries	Name of Coaching/Training Institutions Interviewed	No. of Beneficiaries Interviewed
1	South- Andhra Pradesh	Hyderabad and Other Districts of Andhra Pradesh	240	1-M/s **Jagruthi Educational Society,** Moghal Chambers, Opp. IT Towers, A.C. Guards, Hyderabad	68
				2-**Mother Teressa Mahila Mandali** Flat No. B-64/F6, Vijaya Nagar Colony, Hyderabad	70
				3-M/s **Support Charity Organization**, 202, NCL-Kaveri-I, Above Food World, Shanthi Nagar, Masab Tank, Hyderabad	70
				4-**AIM Education and Research Society** 208, Sakina Complex, 2nd Floor, Mehanipatnam, Hyderabad	32
2	South- Tamil Nadu	Chennai And Other Districts of Tamil Nadu	240	1-**Tiruchirapalli Regional Engineering College** Science & Technology Entrepreneur's Park, (Trec-Step), No. 6, West Govindan Road, West Mambalam, Chennai-600033	150
				2- **SSI IT Education (P) Ltd.** 194/2 3rd Floor, Chandamama Bldg. NSK Salai, Vadapalani, Chennai	40
				3-**MT Educare Pvt. Ltd.** 220, 2nd Floor, Neptune's Flying Colors, Pt. Din Dayal Marg, L.B.S. Cross Road, Mumbai (West)	50

3	West-Maharashtra	Aurangabad	120	1-**Centarl Institute of Plastics Engineering and Technology (CIPET),** Plot No. J-3/2, MIDC Industrial Area, Chikalthana Aurangabad-431006	120
		Pune	120	1- **Center for Development of Advance Computing (C-DAC)** NSG IT Park, S. No. 127/2B/2A, Sarja Hotel Lane, Aundh, Pune	120
4	West-Rajasthan	Jaipur	120	1- **Centarl Institute of Plastics Engineering and Technology (CIPET),** SP-1298, Sitapura Industrial Area, Phase-III, Jaipur-302022	68
				2-**SP Institute for Vocational & Applied Sciences (SRIVAS)** A-384, Vaishali Nagar, Jaipur	10
				3-**Royal Oxford Education and Welfare Society** 33, Choudhary Coloney, Gangapole, Jaipur	13
				4-**Rajasthan Information Technology Education Society (RITES)** 3/322, Malviya Nagar, Jaipur	9
				5- **Royal Oxford Education and Welfare Society,** District-Tonk	10
				6-**Jaipur Educational Society**, Jaipur	10
		Bharatpur And Alwar	120	1-**Srijan Sansthan, Shri Giriraj Industrial Training Center** Nagar Road, Deeg, District-Bharatpur	38
				2- **Srijan Sansthan,** 01, Krishna Nagar, Kanni Gujjar Chauraha District-Bharatpur.	47
				3-**Pant Shiksha Samiti, District-**Alwar	35

5	North East- Manipur	Imphal East	215	1-**Electronic Corporation of India Limited (ECIL),** University of Manipur Campus, Canchipur, Imphal-795001	75
				2-**Social Reformation and Development Organization (SRDO)** Soibam Leikal Ayanggalli Road, Imphal East	25
				3-**Oinam-Ibohal Polytechnic (IGNOU) Community College** CCPUR Parking, Keishanpat Junction, Imphal-795001	30
				4-**Society's Abbatial Network for Greater Advancement (SANGA),** Near Shri Govindaji Temple Gate, Palace Compound, Imphal	30
				5-**DimensionZ Training & Staffing Solutions,** Hermitage, Raphei Valley, Mantripukhri, Imphal	25
				6-**Social Amelioration Society,** Daanyaal House, Near Tiny Tots School, Imphal East	30
		Imphal West	25	**1-Council for Development of Poor and Labourers (CDPL)** Lilong Bazar, Imphal West-DCTT	10
				2- **Council for Development of Poor and Labourers (CDPL)** Lilong Bazar, Imphal West-Pre Medical/Engg	15
6	North East- Mizoram	Aizawl And Other Districts of Mizoram	240	**1-Thuampui Welfare Society,** G-7A, Ist Floor, Chanmari,, Opposite to Govt. Hrangbana College, Aizawl	80
				2-**Integrated Development & Environmental Awareness Society (IDEAS),** F-46, Lower Chanmari, Aizawl	60
				3-**DOEACC Society,** Aizawl Center, Industrial Estate, Zuangtui, Aizawl	100

7	East-Bihar	Patna And Other Districts of Bihar	240	1-**M. Sarvodaya Civil Services** B. M. Das Road, Bakipur, Patna	108
				2-**Uma Seva Sansthan Sawapura** P.O.-Khagul P.S.-Danapur, District-Patna	132
8	East- West Bengal	South 24 Parganas	120	**1-Jatuya Institute of Computer Exams under Noor Ali Memorial Society,** Ward-Maszid Para, South 24 Parganas	120
		Howarah	120	1-**Al-Ameen Mission,** Village-Khaltpur, P.O.-Dihibhursut, Hawara	120
9	North- Haryana	Karnal	43	1-**Excellent Civil Academy** SCO No. 29, Third Floor, Sector-13, Main Market, Karnal	43
		Sonipat	197	1- **Centarl Institute of Plastics Engineering and Technology** **(CIPET),** Murthal, Sonipat	197
10	North- Jammu & Kashmir	Shrinagar	120	1-**Zainabia Institute of Technology & Management** 98, Karan Nagar, Srinagar-190010	38
				2-**Human Welfare Organization** H. No. 171, Bal Garden, Karan Nagar, Shrinagar	40
				3- **National Council for Promotion of Urdu Language(NCPUL)**	42

		Bandipura	120	**1-National Council for Promotion of Urdu Language(NCPUL)**
				  Farogh-e-Urdu Bhawan , FC-33/9, Institutional Area,
				  Jasola, New Delhi.
					78

				2- **Bandipura College of Information Technology** Main Chowk, Bandipura	42

		Bhopal	120	1-**Perfect Bank Coaching,** H.O. 4, Old MLA Quarters, Jawahar Chowk, New Market, Bhopal	89
11	Central-Madhya Pradesh			2-**Tanishq Shikshan Evam Samaj Kalyan Sanstha- Samiti** Plot No. 1, Zone-II, M.P. Nagar, Bhopal	31
		Gwalior	120	**1-Kamthan Educational and Medical Research Organization** A-40, New Tulsi Vihar Colony, Sewa Nagar, Gwalior	40
				2-**Nav Jyoti Shiksha Avam Samaj Kalyan Samiti** B-14, Kailash Nagar, Near New High Court, Morar, Gwalior	35
				3- **Kamthan Educational and Medical Research Organization,** Guna, Madhya Pradesh	45
12	Central- Uttar Pradesh	Lucknow	190	1-**Pioneer Foundation** 250/15 Ka, Shyam Kunj, Yahiya Ganj, Lucknow	0
				2-**Ideal Coaching Institute** 208, IInd Floor, Prince Complex, Hazaratganj, Lucknow	16
				3-**Y.R. Classes,** 68, Mirza Tower, Nawal Kishore Road, Behind Leela Cinema, Hazaratganj, Lucknow	0
				4-**PMT Physics College** 31/56, MG Marg, Opp. Kapoor Hotel, Hazaratganj, Lucknow	70
				5- **Arif Shiksha Evam Gramin Vikas Sansthan,** 68, Mirza Tower, Nawal Kishore Road, Hazaratganj, Lucknow	9
				6-**Ideal Educational and Welfare Society** 14/443, Baraf Khana, Nai Basti, Murad Ali Lane, Lucknow	34

				7-**Royal Educational and Social Welfare Society** H. No. 347, Insaf Nagar, Indira Nagar, Lucknow	0
				8-**Rafat Foundation,** 529-A/1149/12, Ashok Vihar, Phase-2, Khurram Nagar, Lucknow	0
				9-**Sacred Educational & Welfare Society,** Danish Plaza, Near SBI, Khurram Nagar, Lucknow-DCA/OM	8
				10- **Sacred Educational & Welfare Society,** Danish Plaza, Near SBI, Khurram Nagar, Lucknow-B.Ed. Entrance	5
				11-**Ram Sagar Sewa Sansthan,** Nisith Plaza, Engineering College Chauraha, Aliganj, Lucknow	12
				12-**Pragati Jan Kalyan Samiti,** 47-A, Satyalok Colony, Sitapur Road, Mohibullapur, Lucknow	0
				13-**Global Educational & Welfare Society** 50, Prakash Lok Colony, Indira Nagar, Lucknow	5
				14-**SP Gramya Vikas Avam Gramodyog Sansthan** 636/431, Takrohi, Sector-11, Indira Nagar, Lucknow	26
				15- **Shiksha Evam Gramin Vikas Sansthan, Shukla Classes** 14/121/1, Vikas Nagar, Lucknow	5
				16- **Samdars Manav Sewa Sansthan,** 17-B, Kaushalpuri, Kharagapur, Gomti Nagar, Lucknow	0
				17-**Rohini Vaigyanik Avam Samajik Sansthan** A-332, Indira Nagar, Lucknow	0
		Noida	50	18-**NIESBUD**, A-23, Sector-62, Noida	50

Government of India
Ministry of Minority Affairs
An Evaluation and Impact Assessment of Free Coaching and Allied Schemes for the Candidates belonging to Minority Communities in India

Interview Schedule for Head of Coaching Institutions

1.0		General Information	
	1.1	Name, Address, Telephone No., Fax No./ E-mail ID of the Head Office/Registered Office of the Organization/ Institution	
	1.2	Name of Chief Functionary of the organization/ institution with Mobile Number	
	1.3	Address and Telephone No. of the functional centre for which grant is received	
	1.4	Nature of the organization/ institution (e.g. Not for Profit, Commercial or registered Society or Trust etc.)	
	1.5	Date of establishment	
	1.6	Whether registered under Societies Registration Act 1860, or any relevant act of the state government/union territory or under any state law relating to registration of literary, scientific and charitable societies or as public trust or as a charitable company, if so:	
		Give name of the Act under which registered	
		Registration no. and date of registration	
		Period up to which valid	

HI-TECH INSTITUTE OF INFORMATION TECHNOLOGY (HIIT), LUCKNOW-226010

2.0		Infrastructure:	
	2.1	Library (a) Area…………………sq. mt. (b) Seating capacity…………………. (c) No. of Volumes……………….. (d) No. of Journals subscribed………. (e) No. of magazines subscribed….. (f) No. of Newspapers subscribed…… (g) Computers with internet……….. (h) Any other (specify)……………….	
	2.2	Whether the institute is functioning in its own building or in a rented accommodation ……………………………………………………………	
	2.3	No. of class room (s)……………………Total Seating capacity……………………	
	2.4	No. of Audio/visual aids………………………………………………………………	
	2.5	No. of Photo copier………………………………………………………………….	
	2.6	No. of Computers…………………………………………………………………..	
	2.7	No. of Printers………………………………………………………………………	
	2.8	Any other equipment/Study aids …………………………………………………….	
	2.9	No. of Toilets (a) Gent…………………….. (b) Ladies…………………	
	2.10	No. of Water coolers/Refrigerators……...	
	2.11	Hostel facilities; (1) Yes (2) No If Yes (a) No. of Single Occupancy Rooms…. (b) No. of Double Occupancy Rooms…….	
	2.12	Mess --	
	2.13	Any others--	
3.0		**Human Resource:**	
	3.1	**Faculty members working and engaged in coaching (including visiting faculty)**	

S.No.	Name of the faculty	Gender	Age	Qualification	Specialization	Experience No. of Years Parental body organization where working employed		No. of Years of visiting the institute
						Academic	Competitive	
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								

3.2   Office Staff and Employees:

Sr. No.	Name of staff	Gender	Age	Education	Post	Working Since (year)	Status of employment	Subject taught/ coached
1.								
2.								

HI-TECH INSTITUTE OF INFORMATION TECHNOLOGY (HIIT), LUCKNOW-226010

	3.								
	4.								
	5.								

4.0 | **Religion wise & Type of Coaching wise enrolment for last three years:**

Sr. No.	Type of Coaching/ Training	Total Enrolment		Muslims		Sikhs		Christians		Buddhists		Parsis	
		M	F	M	F	M	F	M	F	M	F	M	F
1.	Group A Services												
2.	Group B Services												
3.	Group C Services												
4.	Entrance Examination for Technical / Professional												
5.	Coaching/ Training for Jobs in Private Sectors												
6.	Remedial Coaching/ Tuition												
7.	Coaching for Recruitment												

4.0 | | **Level of Support Services being provided to students**

(a) Handouts……………………………………………
(b) Assignments Check and Follow up……………………………………………….
(c) Problem solving…………………………………………..
(d) Test…………………………………..
(e) Book Banks (1) Yes   (2) No
(f) If yes, Do you lend books/magazines……………………………………

5.0 | **Duration of classes and teaching inputs for different type of coaching**

5.1 | **No. of classes conducted**

Sr. No.	Name of Coaching	Month	Total no. of days	Total no. of classes held	No. of test conducted	Duration of lecture/class
1.	Group A Services					
2.	Group B Services					
3.	Group C Services					
4.	Entrance Examination for Technical / Professional					
5.	Coaching/ Training for Jobs in Private Sectors					
6.	Remedial Coaching/ Tuition					
7.	Coaching for Recruitment					

HI-TECH INSTITUTE OF INFORMATION TECHNOLOGY (HIIT), LUCKNOW-226010

| 6.0 | **Religion wise & Coaching wise Drop outs:** |

Sl. No.	Name of Coaching	Total	Total enrolled						Dropouts									
			Local	Out station	M	S	C	B	P	M		S		C		B		P	
										M	F	M	F	M	F	M	F	M	F
1.	Group A Services																		
2.	Group B Services																		
3.	Group C Services																		
4.	Entrance Examination for Technical / Professional																		
5.	Coaching/ Training for Jobs in Private Sectors																		
6.	Remedial Coaching/ Tuition																		
7.	Coaching for Recruitment																		

| 6.1 | | **Reasons for drop outs** |

(1)
(2)
(3)
(4)

| 7.0 | | **Grant received and its utilization:** |

| | 7.1 | **Grant received during last three years.** |

Sr. No.	Name of Coaching	2012-13		2011-12		2010-2011	
		Amount sanctioned	Amount received	Amount sanctioned	Amount received	Amount sanctioned	Amount received
1.	Group A Services						
2.	Group B Services						
3.	Group C Services						
4.	Entrance Examination for Technical / Professional						
5.	Coaching/ Training for Jobs in Private Sectors						
6.	Remedial Coaching/ Tuition						
7	Coaching for Recruitment						

4

HI-TECH INSTITUTE OF INFORMATION TECHNOLOGY (HIIT), LUCKNOW-226010

	7.2	**Expenditure incurred**			
	S. N.	**Heads of Expenditure**	**2012-13**	**2011-12**	**2010-2011**
	1.	Advertising			
	2.	Wages &Salaries of staff			
	3.	Honorarium to visiting faculty			
	4.	Maintenance			
	5.	Library & books			
	6.	Equipments			
	7.	Xeroxing/Typing			
	8.	Stipend			
	9.	Any other (specify)			
	10.	Misc.			
		Total			
8.0	**Course wise & Religion wise performance:**				
8.1		**Previous years' achievements**			

Type of Coaching	2012-13								2011-12								2010-2011							
	No. of students coached				No. of students succeeded				No. of students coached				No. of students succeeded				No. of students coached				No. of students succeeded			
	M	S	C	B/P	M	S	C	B/P	M	S	C	B/P	M	S	C	B/P	M	S	C	B/P	M	S	C	B/P
Group A Services																								
Group B Services																								
Group C Services																								
Entrance Examination for Technical / Professional																								
Coaching/ Training for Jobs in Private Sectors																								
Remedial Coaching/ Tuition																								
Coaching for Recruitment																								

5

HI-TECH INSTITUTE OF INFORMATION TECHNOLOGY (HIIT), LUCKNOW-226010

8.2	**Overall success rates**									
Type of Coaching Given	No. of students who appeared in other exams and got success rather than the course for which they were coached									
	2012-13			2011-12			2010-2011			
	M	**F**	**T**	**M**	**F**	**T**	**M**	**F**	**T**	
Group A Services										
Group B Services										
Group C Services										
Entrance Examination for Technical / Professional										
Coaching/ Training for Jobs in Private Sectors										
Remedial Coaching/ Tuition										
Coaching for Recruitment										

9.0	**Use of Stipend**		
	9.1		Do you think that present amount of stipend is sufficient to meet out the expenses of students: (1) Yes (2) No If not, then what would be the ideal amount of stipend……………………..

	9.2		What is the general use of stipend by students
			
			Please rank them as per your order of preference:
			
			   (1) Purchase of books…………………
			   (2) Purchase of magazines…………….
			   (3) Photostat…………………………..
			   (4) Conveyance/Transport…………….
			   (5) Consumption………………………
			   (6) Others……………………………..

	9.3		Details of inspections:
			
			   (a) Name of inspection officer…………………………………………
			   (b) Date on which inspection was carried out…………………………
			   (c) Whether release of grant to the organization/Dept. recommended…

	9.4	**Average attendance in the class**						
	Sl.No.	**Type of Coaching**	2012-13		2011-12		2010-2011	
			Male	**Female**	**Male**	**Female**	**Male**	**Female**
	1.	Group A Services						
	2.	Group B Services						
	3.	Group C Services						
	4.	Entrance Examination for Technical / Professional						

HI-TECH INSTITUTE OF INFORMATION TECHNOLOGY (HIIT), LUCKNOW-226010

5.	Coaching/ Training for Jobs in Private Sectors					
6.	Remedial Coaching/ Tuition					
7.	Coaching for Recruitment					

9.5	**Average strengths of class/course**		
Sl. No.	**Type of Coaching**	2012-13	2011-12	2010-2011
1.	Group A Services			
2.	Group B Services			
3.	Group C Services			
4.	Entrance Examination for Technical / Professional			
5.	Coaching/ Training for Jobs in Private Sectors			
6.	Remedial Coaching/ Tuition			
7.	Coaching for Recruitment			

9.6   What is the system of feedback of faculty…………………………………

9.7   What is the system of recording/ Monitoring of students who appeared in exams and result thereof……………………………………………………..

9.8   Do You think that discontinuing of stipend will affect success rate:

    (1) Students will be discouraged   (1) Yes…   (2) No….

    (2) No effect on enrolment   (1) Yes…   (2) No….

    (3) No effect on success rate   (1) Yes…   (2) No….

9.9   Main problems being faced by you as Head of Institution:

    (1) …………………………………………………………….

    (2) …………………………………………………………….

    (3) …………………………………………………………….

9.10   Your valuable suggestions to improve the scheme:

    (1) …………………………………………………………….

    (2) ……………………………………………………………

    (3) …………………………………………………………..

Date & Signature of Supervisor   **Date & Signature of Investigator**

Research Officer

HI-TECH INSTITUTE OF INFORMATION TECHNOLOGY (HIIT), LUCKNOW-226010

Government of India
Ministry of Minority Affairs

An Evaluation and Impact Assessment of Free Coaching and Allied Schemes for the Candidates belonging to Minority Communities in India

Interview Schedule for Faculty Members

1.0	**General Information**		
	1.1	Name of Faculty & Name of Coaching/ Training Center …………………………………………………………………	
	1.2	Age………………	
	1.3	Gender (Write M/F) (1) Male (2) Female	
	1.4	Your affiliation status as Faculty in the organization 1. On Permanent basis/ on Pay Roll of coaching/training institution 2. Part Time 3. Visiting Faculty 4. Guest Faculty	
2.0	**Educational Qualifications:**		

	(a)	**Academics**	**Area of discipline**	**Year**	**University**	**Division**	**Area of specialization**
		Graduation					
		Post-graduation					
		Doctorate					
		Diploma/ Certificate					
		Others					

HI-TECH INSTITUTE OF INFORMATION TECHNOLOGY (HIIT), LUCKNOW-226010

	(b)	**Professional Qualification (Management, Tech., etc.)**					
		Professional	**Area / discipline**	**Year**	**University/ Institute**	**Area of specialization**	**Subjects Offered**
		Graduation					
		Post-graduation					
		Doctorate					
		Diploma/Certificate					
		Others					
3.0	**Academic Affiliations:**						
	(1)	Organization/Inst./Dept…………………………………………………………..					
	(2)	Nature of affiliation…………………………………………………………..					
	(3)	Year since affiliated…………………………………………………………					
	(4)	Major assignments………………………………………………………….					
	3.1	Your parental Inst./Dept/Organization (1) Government Dept./Inst. (2) Non-Government (3) Autonomous Inst. (4) University/ PG College (5) Private Competitive Coaching Institute						
	3.2	Your academic stress including your class in parental body/Inst./Dept. (i) No. of classes in a week related to general education………………. (ii) No. of classes in a week related to competitive exams………………. (iii) Others lectures in a week………………………………………………						
	3.3	How many lectures/class you take in a week in this Inst./Organization ………………….. How much honorarium you get from this Institution Rs. 500/ Rs. 750/ Rs. 1000/ Rs.1500/ Other Rate (specify)……….						
	3.4	Give details regarding the subjects taken by you in this institution:						
		Sr. No.	**Type of Coaching**	**Total no. of classes taken by you**	**Subjects taught by you**	**Duration of class**	**Methods of class**	**No. of test taken by you**
		1.	Group A Services					
		2.	Group B Services					

HI-TECH INSTITUTE OF INFORMATION TECHNOLOGY (HIIT), LUCKNOW-226010

Government of India
Ministry of Minority Affairs
An Evaluation and Impact Assessment of Free Coaching and Allied Schemes for the Candidates belonging to Minority Communities in India

Interview Schedule for Beneficiaries (Students)

1.0	**General Information**		
	1.1	Name and Address of Beneficiary with Mobile No.… …………………………………………………………..	
	1.2	Ecological Background: (1) Metropolitan City (2) Rural (3) Semi-Urban (4) Urban	
	1.3	Age…………….	
	1.4	Gender (1) Male (2) Female	
	1.5	Martial Status (1) Married (2) Unmarried (3) Separated/divorced	
	1.6	Religion: (1) Muslim: (2) Sikh : (3) Christian: (4) Budhist: (5) Parsis:	
	1.7	Are you localite? (1) Yes (2) No If No, (1) From other state (2) Within state (3) Within district	
	1.8	Educational Qualifications:	

Sr. No.	Name of exam graduation onwards	University	Year	Division	Subject offered	No. of attempt
1.						
2.						
3.						
4.						
5.						

HI-TECH INSTITUTE OF INFORMATION TECHNOLOGY (HIIT), LUCKNOW-226010

	1.9	Are you pursuing currently any academic programmes (1) Yes (2) No
		(a) If yes, give details………………………………………………….
		(b) Whether attending classes regularly in college/university
		(1) Yes (2) No

2.0 Competitive performances:

	Sr. No.	Name of course in which enrolled for coaching	Name of exams in which appeared	No. of attempts taken	Subjects offered	Result
	1.	Group A Services				
	2.	Group B Services				
	3.	Group C Services				
	4.	Entrance Examination for Technical / Professional				
	5.	Coaching/ Training for Jobs in Private Sectors				
	6.	Remedial Coaching/ Tuition				
	7.	Coaching for Recruitment				

	2.1	Impact of Coaching on you-
		(1) Increased confidence level…………………………………………..
		(2) Increased existing body of knowledge substantially……………..
		(3) Increased existing body of knowledge to the greater extent……..
		(4) No improvement in knowledge base………………………………

	2.2	Are you satisfied with teaching aids/ methods-
		(1) Fully satisfied………………………………………….
		(2) Satisfied……………………………………………..
		(3) Somewhat satisfied……………………………………..
		(4) Dissatisfied…………………………………………….

	2.4	Are you satisfied with availability of quality of stock in library-
		(1) Very satisfied…………………………………………………..
		(2) Satisfied…………………………………………………….
		(3) Somewhat satisfied…………………………………………..
		(4) Dissatisfied……………………………………………………

	2.5	Are you satisfied with the quality of teaching of teachers/faculty-
		(1) Very satisfied………………………………………………….
		(2) Satisfied………………………………………………………..

HI-TECH INSTITUTE OF INFORMATION TECHNOLOGY (HIIT), LUCKNOW-226010

		(3) Somewhat satisfied……………………………………………..
		(4) Dissatisfied……………………………………………………
3.0	**View / perception regarding stipend:**	
	3.1	What is the general use of stipend (%)?
		(1) Purchase of books/reading materials………………………………….
		(2) Local Conveyance………………………………………………….
		(3) Food Intake…………………………………………………………
		(4) Lodging & Accommodation………………………………………….
		(5) Others………………………………………………………………
	3.2	Whether the present amount of stipend is ideal?　　　(1) Yes　(2) No
		If no, what should be ideal amount of stipend?
		(1) Local students (Rs.)………………………………………………
		(2) Outstation students (Rs.)………………………………………..
	3.3	Do you think that discontinuing of stipend will discourage you and adversely affect the quality of learning and success?
		(1) Strongly agree　　(2) Agree　　(3) Somewhat agree　　(4) Do not agree
		(2)
4.	**4.1**	**Please rank the following factors as per your order of preference.** Please rank your Coaching / Training Institute on following parameters:
		(Using Scale of 1 to 5, 1= very poor 2. Poor 3. Somewhat good 4. Good 5. Very good)
		1. Location of Coaching/Training Centre 2. Infrastructure of Coaching/Training Centre 3. Quality of Infrastructural Services 4. Adequacy of Infrastructural Services 5. Stock of Library Resources 6. Qualified and Experienced Faculty 7. Placement Services 8. Quality of Teaching 9. Usefulness of Reading Material 10. Teaching Methodology 11. Availability of Public Conveyance to Coaching/Training Centre 12. Availability of Hostel Facility in the Locality of Coaching/Training Centre 13. Others (Specify)

HI-TECH INSTITUTE OF INFORMATION TECHNOLOGY (HIIT), LUCKNOW-226010

	4.2	**Grading of Coaching Institute**
		Please grade your Coaching / Training Institute on following parameters:
		(Using Scale of 1 to 5, 1= very poor 2. Poor 3. Somewhat good 4. Good 5. Very good)
		1.Past Success Rate/ Result
		2. Experience and Qualification of Faculty
		3. Quality of Infrastructure
		4. Adequacy of Infrastructure
		5. Higher Level of Placement of Trainees
		6.Quality and usefulness of Reading material
		7. Methodology of Teaching/ Training
		8. Basic amenities at Training Center
		9. Behaviour of Trainers and Staff
		10. Availability of Information Regarding various career opportunities
		11. Institutional Efforts for Placement
		12. Stock of Library Resources
		13. Duration of Library Services
		14. Organizing of Guest Classes
5.		**Problems and Suggestions:**
	5.1	What are the main problems being faced by you?
		(1)
		(2)
	5.2	Your suggestions to improve the scheme?
		(1)
		(2)

Date & Signature of Supervisor   **Date & Signature of Investigator**

Research Officer

HI-TECH INSTITUTE OF INFORMATION TECHNOLOGY (HIIT), LUCKNOW-226010

		3.	Group C Services					
		4.	Entrance Examination for Technical / Professional					
		5.	Coaching/ Training for Jobs in Private Sectors					
		6.	Remedial Coaching/ Tuition					
		7.	Coaching for Recruitment					

	3.5	Do you provide Handouts (notes and reading materials) to trainees: (1) Regularly (2) Sometimes (3) Occasionally (4) No
	3.6	Do you take tests (1) Regularly (2) Sometimes (3) Occasionally (4) No
4.0	**View/ perception regarding coaching and allied services:**	
	4.1	Do you think the amount of stipend to candidates is sufficient (1)Yes (2) No If not, then mention the ideal amount……………..
	4.2	Do you think that discontinuation of stipend will affect: (1) Adversely affect in enrolments (1)Yes (2) No (2) Adversely affect in success rate (1)Yes (2) No (3) Adversely affect in quality of learning and understanding (1)Yes (2) No (4) No substantial affect (1)Yes (2) No (5) Cannot say (1)Yes (2) No
	4.3	Are you satisfied with the lot of students? (1) Very satisfied (2) Somewhat satisfied (3) Dissatisfied
	4.4	Your suggestions to improve the scheme (If any) (1) (2) (3)

Date & Signature of Supervisor   **Date & Signature of Investigator**

Research Officer

HI-TECH INSTITUTE OF INFORMATION TECHNOLOGY (HIIT), LUCKNOW-226010

Government of India
Ministry of Minority Affairs
An Evaluation and Impact Assessment of Free Coaching and Allied Schemes for the Candidates belonging to Minority Communities in India

Interview Schedule for State Level/ District Level Officers Responsible for Implementation & Monitoring of Schemes

I.	General Information	
1	Name of State	
2	Name of District	
3	Name of Respondent	
4	Designation of Respondent	

II.   Coverage of Schemes

	Financial Year	No. of Coaching Institutions	No. of Total Enrolled Students
1	2012-13		
2	2011-12		
3	2010-11		

III.   Religion & Gender wise Enrollment & Pass out in the last three years

Religion	Enrolment		Pass Out/ Success	
	Male	Female	Male	Female
Muslims				
Sikhs				
Christians				
Budhists				
Parsis				
Total				

HI-TECH INSTITUTE OF INFORMATION TECHNOLOGY (HIIT), LUCKNOW-226010

IV. Religion wise Enrolment & Pass out in the Last Three Years

Category	Muslims Enrolment	Muslims Pass Out	Sikhs Enrolment	Sikhs Pass Out	Christians Enrolment	Christians Pass Out	Buddhists Enrolment	Buddhists Pass Out	Parsis Enrolment	Parsis Pass Out
1. Group A Services										
2. Group B Services										
3. Group C Services										
4. Entrance Examination for Technical / Professional										
5. Coaching/ Training for Jobs in Private Sectors										
6. Remedial Coaching/ Tuition										
7. Coaching for Recruitment										

V. Category & Year wise Pass out

Category	Financial Year 2012-13 Total Pass Out /Total Enrolment	Financial Year 2011-12 Total Pass Out /Total Enrolment	Financial Year 2010-11 Total Pass Out /Total Enrolment
1. Group A Services			
2. Group B Services			
3. Group C Services			
4. Entrance Examination for Technical / Professional			
5. Coaching/ Training for Jobs in Private Sectors			
6. Remedial Coaching/ Tuition			
7. Coaching for Recruitment			

HI-TECH INSTITUTE OF INFORMATION TECHNOLOGY (HIIT), LUCKNOW-226010

	VI.	Problems & Suggestions			

VI. Problems & Suggestions

1. What are the main problems being faced by you in Implementing & Monitoring the Scheme?
   i.
   ii.
   iii.

2. Your suggestions to improve the scheme?
   i.
   ii.
   iii.

VII. Dou you think that the budgetary provisions for the following category of schemes is adequate?

	Schemes/Category	Adequate	Inadequate	Cannot say
1.	Group A Services			
2.	Group B Services			
3.	Group C Services			
4.	Entrance Examination for Technical / Professional			
5.	Coaching/ Training for Jobs in Private Sectors			
6.	Remedial Coaching/ Tuition for the Students pursuing Technical / Professional courses			
7.	Coaching for Recruitment of Constables and Equivalent in Police/ Security Forces and Railways			

Date & Signature of Supervisor　　　　　　　　　**Date & Signature of Investigator**

Research Officer

HI-TECH INSTITUTE OF INFORMATION TECHNOLOGY (HIIT), LUCKNOW-226010