



ADMINISTRATIVE TRAINING INSTITUTE

Lalithamahhal Road, Mysore – 570 011.

Tel: -91-821-2443839 / 2443264 **Fax:** -91-821-2523899

Email: jdtrg-ati-kamy@nic.in **Web:** www.atimysore.gov.in

Training Module

on

“SENSITIZATION OF GOVERNMENT OFFICIALS ON SOCIAL, ECONOMIC AND EDUCATIONAL CONDITIONS OF MUSLIM COMMUNITY IN KARNATAKA”

By:

Dr. SYED AJMAL PASH

Faculty - Development Economics Planning

Administrative Training Institute

Lalithamahhal Road, Mysore – 570 011.

Training Module

on

“SENSITIZATION OF GOVERNMENT OFFICIALS ON SOCIAL, ECONOMIC AND EDUCATIONAL CONDITIONS OF MUSLIM COMMUNITY IN KARNATAKA”

(Largely based on the book with ready reckoner “Training Module for Sensitization of Government Officials on Social, Economic and Educational conditions of the Muslim Community in India”, prepared by Prof. Jaytilak Guha Roy, IIPA, New Delhi, July 2008 – study sponsored by DoPT, Government of India)

Aim

Broadly the aim of the Training Programme is to sensitize, provide skills and to orient the officers with regard to Social, Economic and Educational conditions of Muslim Community.

Objectives:

After the Training Course, Trainee Participants will be able to;

- Explain constitutional provisions for the protection, welfare and development of religious minorities, particularly the Muslim Community.
- State major provisions of the UN Declarations of 1981 and 1982 on the rights and protection of religious minorities.
- Identify various problems of the Muslim Community in Karnataka.
- Assess nature and dimension of deprivation of the Muslim Community with regard to employment, facilities, credit etc.
- Analyse various governmental programmes and schemes meant for the welfare of the Muslim Community.

METHODOLOGY:

The training programme shall be on workshop mode. It is based on:

- Lectures-cum-discussion
- Power Point Presentation
- Desk work
- Practical Exercises

TOOLS:

- Charts – White Board – Power Point Presentation – Desk Work
- Reading Material and handouts shall be provided during the course period.

Modules:

Module 1: Religious Minorities under the Constitution of India

Module 2: Un Declaration on the Rights and Protection of Religious Minorities (1981 & 1992)

Module 3: Identity and Security Related Issues.

Module 4: Relative Deprivation of the Indian Muslims Vis-à-vis other Socio-Religious Communities.

Module 5: Government Schemes for welfare and Development of the Muslim Community.

Module 6: Promoting Communal Harmony.

Module 7: State Specific Issues pertaining to the Muslim Community

OUTCOME:

Better understanding of the socio-economic and educational condition of the Muslim community, and about different programmes and schemes meant for the welfare of this community.

PROGRAMME DESCRIPTION:

- Three days, sponsored by DOPT, GOI.
- Each day, course commences at 9.30 am, and may go up to 5.30 pm

For Whom :

The Training programme is designed for State Government Officers from Karnataka, especially the field level staff.

Training Design

<i>Session: ONE</i>	
Content	Introductory Activities
Sub Content	Eliciting Expectations from the Participants
Session objectives / purpose	To brief the Objectives of the Training course. To obtain expectations from the participants
Expected outcome	After the session, entry behavior of the trainees will be known.
Method/ process	<p>Interactive. The course coordinator after self introduction welcomes the participant trainees. After brief individual introduction (entry behavior) by all the trainees, the course coordinator presents the objectives of the programme, explain the purpose of the course and initiate participation. Then expectations from individual participant shall be elicited and written on charts. Expectations shall be summed up at the end of the session.</p> <p>The Resource Person using charts / white board elicit understanding of statistical methods among the participants, and lists the same. Then with the help of power point presentation / white board, he / she explains the statistical methods. The Resource Person will compare the points listed by the participant trainees with the points made by him / her. The session is open for discussion.</p>
Aids/Materials:	Charts – White Board
(Time/Duration)	One Hour
(Handouts/FAQ)	--

<i>Session: TWO</i>	
Content	<i>Ice Breaking</i>
Sub content	<i>Role Play</i>
Session objectives/purpose	After the session, trainees will be comfortable with each other as also with the Resource Person. They will interact freely among themselves, as also with Resource Persons.
Expected outcome	The trainees will participate freely.
Method/ process	<p>The resource person himself / herself mixes up with the trainees, and the trainees will be asked to make pairs among themselves, and share maximum information among themselves about each other. Then pairs can be interchanged during the next round.</p> <p>Then the resource person places four charts in different directions—1st, 2nd, 3rd, and 4th written with Goal, Trust, Good Relationships and Hard work respectively. Each trainee will be asked to stand near one chart of his / her choice. Then the resource person explains the idea behind each concept and the relationship of the individual trainee with his / her choice.</p>
Aids/Materials:	Charts, White Board, Clippings
Time/Duration	One Hour
Handouts/FAQ	---

<i>Session: Three</i>	
Content	Religious Minorities under the Constitution of India
(Sub content)	<ul style="list-style-type: none"> <input type="checkbox"/> Constitutional provisions relating to equal opportunity and rights for all citizens: Articles 14,15 and 21. <input type="checkbox"/> Constitutional provisions for the protection, welfare and development of minorities: Articles 25,26,29,30 and 51A(e). <input type="checkbox"/> Underlying objectives / implications of these provisions based on the Constituent Assembly Debate/Supreme Court Judgments / observations of eminent constitutional experts. <input type="checkbox"/> Role and functions of the National Commission for Minorities.
(Session objectives/purpose)	<p>At the end of the session, the participants will be able to—</p> <ul style="list-style-type: none"> (i) explain constitutional provisions for the protection, welfare and development of minorities; (ii) state the underlying objectives/ implications of these provisions; and (iii) appraise the role of National Commission for Minorities.

(Expected outcome)	The trainees will be able to define the place of Muslim Community in the Constitution of India.
(Method/ process)	The Resource Person make the Power Point Presentation highlighting the Salient features of Religious Minorities, and the provisions under the Constitution of India as far as the protection, rights and equal opportunities to Muslim Community in India.
Aids/Materials:	Power Point Presentation , White Board, Charts, Clippings
(Time/Duration)	Two hours
(Handouts/FAQ)	Handouts will be given.

Session: Four

<i>Session: Four</i>	
Content	UN Declarations on the Rights and Protection of Religious Minorities (1981 & 1992)
(Sub content)	<p>☐ UN Declaration on the Elimination of All Forms for Intolerance and of Discrimination Based on Religion or Belief (1981): Articles 1to 8.</p> <p>☐ UN Declaration on the Rights of persons belonging to National or Ethnic, Religious and Linguistic Minorities (1992) with special reference to the rights of the Religious Minorities: Articles 1,2,4,5 and 8.</p> <p>☐ Implication of these two Declarations for the Indian Governments: India's commitments to protect and promote the rights of minorities as a Member State of the UN.</p>
(Session objectives/purpose)	After the session, the trainees will be able to: (i) describe major provisions of the UN Declarations on the Rights of Religious Minorities; and (ii) explain the implication of these Declarations for the Indian Governments
(Expected outcome)	The trainees will be able to analyze and explain and interpret the UN Declaration on the Rights and Protection of Religious Minorities.
(Method/ process)	The Resource Person introduces with the help of Power Point Presentation the UN Declaration on Rights and Protection of Religious Minorities; then through interactive and participative discussion tires to initiate discussion and clear understanding of the Declaration among the trainee officers.
Aids/Materials:	Charts, white board, Power Point Presentation
(Time/Duration)	Two Hours
(Handouts/FAQ)	Handouts will be given.

<i>Session: Five</i>	
Content	Muslims in India: Identity and Security Related Issues
(Sub content)	<ul style="list-style-type: none"> □ Identity related issues: visibility in public spaces, housing, education, gender, accessing health programmes, etc. □ Security related issues: communal tension and violence, threats from law enforcing agencies, shrinking of common spaces, etc.
(Session objectives/purpose)	After the session, the trainees will be able to: (i) identify identity related problems of the Indian Muslims; and (ii) describe security related problems of this community.
(Expected outcome)	Trainees will be able to analyze and explain identity and security related issues of Muslim Community.
(Method/ process)	The resource person make the presentation on issues related to Muslim Identity in India, and the issues involved with this. He / She tries to sensitize the trainee participants to interact and make their views clear on the issues. The Resource Person facilitate the interactive discussion.
Aids/Materials:	Charts, white board, Power Point Presentation - Films
(Time/Duration)	Two Hours
(Handouts/FAQ)	Handouts will be given.

<i>Session: Six</i>	
Content	Relative Deprivation of the Indian Muslims vis-à-vis other Socio-Religious Communities
(Sub content)	<ul style="list-style-type: none"> □ Public perception of the relative deprivation of the Muslim Community of India. □ Data relating to the nature and dimensions of the relative deprivation of the Indian Muslims vis-à-vis other socio-religious minority groups.
(Session objectives/purpose)	The trainees will be able to: (i) identify the nature and dimensions of relative deprivation of the Indian Muslims vis-à-vis other socio-religious groups.
(Expected outcome)	After the session, the trainees will be able to analyze and explain relative deprivation across community keeping in focus the Muslim Community in India.
(Method/ process)	The Resources Person makes the presentation on relative

	deprivation, and then relates it to the deprivation of Muslim community. He / She will facilitate interactive discussion, so that all the participants participate in the discussion for better understanding of the issues involved.
Aids/Materials:	charts, white board, films, presentation, clippings
(Time/Duration)	Two Hours
(Handouts/FAQ)	Handouts will be given

<i>Session: Seven</i>	
Content	Government Schemes for Welfare and Development of the Muslim Community
(Sub content)	<p>□ Major problems of the Muslim community in the State: identity and security related issues, educational conditions, employment and occupation, access to bank credit and access to social and physical infrastructure.</p> <p>□ State government's special measures/schemes for the security, welfare and development of the Muslim community in the State.</p>
(Session objectives/purpose)	<p>After the session, trainees will be able to:</p> <p>(i) describe the objectives, processes and outcome of various Government schemes for the welfare and development of the Muslim community; and</p> <p>(ii) explain the role and responsibilities of the government functionaries involved in implementation.</p>
(Expected outcome)	Trainees will be able to analyze and explain different governmental schemes meant for the Muslim Communities development and welfare.
(Method/ process)	<p>Presentations and interactive session.</p> <p>The resource person will make a power point presentation showing different central as well as state government schemes for the Muslims. He / She will explain in detail the objectives of these programmes, and salient features and the benefits from such schemes and programmes. Participant trainees are motivated and facilitated to critically analyse these schemes and programme, which can be followed by open house discussion. At the end, the Resource Person summarizes the whole discussion, and write the important points on charts.</p>
Aids/Materials:	Charts, white board, power point presentation
(Time/Duration)	Two Hours
(Handouts/FAQ)	Handouts will be given

<i>Session: Eight</i>	
Content	Promoting Communal Harmony
(Sub content)	<ul style="list-style-type: none"> □ Learning lessons □ Learning lessons from the Government of India, Ministry of Home Affairs Guidelines to promote communal harmony
(Session objectives/purpose)	<p>After the session, trainees will be able to:</p> <ul style="list-style-type: none"> (i) explain the need and mode for promoting communal harmony; (ii) appraise Government of India's Guidelines to promote communal harmony; and (iii) state the role and responsibilities of the government functionaries in promoting communal harmony.
(Expected outcome)	Trainees will be sensitized on issues related to communal violence, and the trainees will be able to explain the benefits of communal harmony.
(Method/ process)	Presentation-cum-interactive session. The Resource Person will make the presentation with the help of Power Point defining / explaining benefits of communal harmony. The session will be based on interactive and participative methods
Aids/Materials:	Charts, white board, Power Point Presentation, – Films – GoI Guidelines
(Time/Duration)	Two Hours
(Handouts/FAQ)	Handouts will be given.

<i>Session: Nine</i>	
Content	State Specific Issues pertaining to the Muslim Community
Sub content	<ul style="list-style-type: none"> □ Major problems of the Muslim community in the State: identity and security related issues, educational conditions, employment and occupation, access to bank credit and access to social and physical infrastructure. □ State government's special measures/schemes for the security, welfare and development of the Muslim community in the State.
(Session objectives/purpose)	<p>At the end of the session, the participants will be able to:</p> <ul style="list-style-type: none"> (i) identify major problems of the Muslim community in the State; and (ii) describe special measures/ schemes initiated by the State government.
(Expected outcome)	Trainee participants will be able to identify and explain specific

	issues in the State related to the Muslim Community.
(Method/ process)	The Resource Person makes the power point presentation on major issues related to the Muslim Community in the State. This will be followed by discussions, and each participant shall be motivated to share his views on the issues. The resource person document the important points on the charts, and summarize them at the end.
Aids/Materials:	Charts – Power point presentation, clippings, films
(Time/Duration)	Two hours
(Handouts/FAQ)	Handouts will be given

<i>Session: Thirteen</i>	
Content	Evaluation of the Training Course Feed back and Concluding Sessions
(Sub content)	Effects – lessons Learnt – Scope for Improvement Session objectives/purpose
(Session objectives/purpose)	To get the feed back from the trainees so that the training course can be designed and training imparted on much better ways
(Expected outcome)	Quality of the training programme can be improved.
(Method/ process)	Evaluation sheets will be given to each trainee. The trainees have to rank (1 to 4) each session covering the content, method, relevance, delivery, presentation. They also have to make their comments on the overall course.
Aids / Materials:	IRQ – Evaluation Sheet – Delphi Test
(Time/Duration)	Two Hours
Handouts	--

-----@@@@@@@@-----