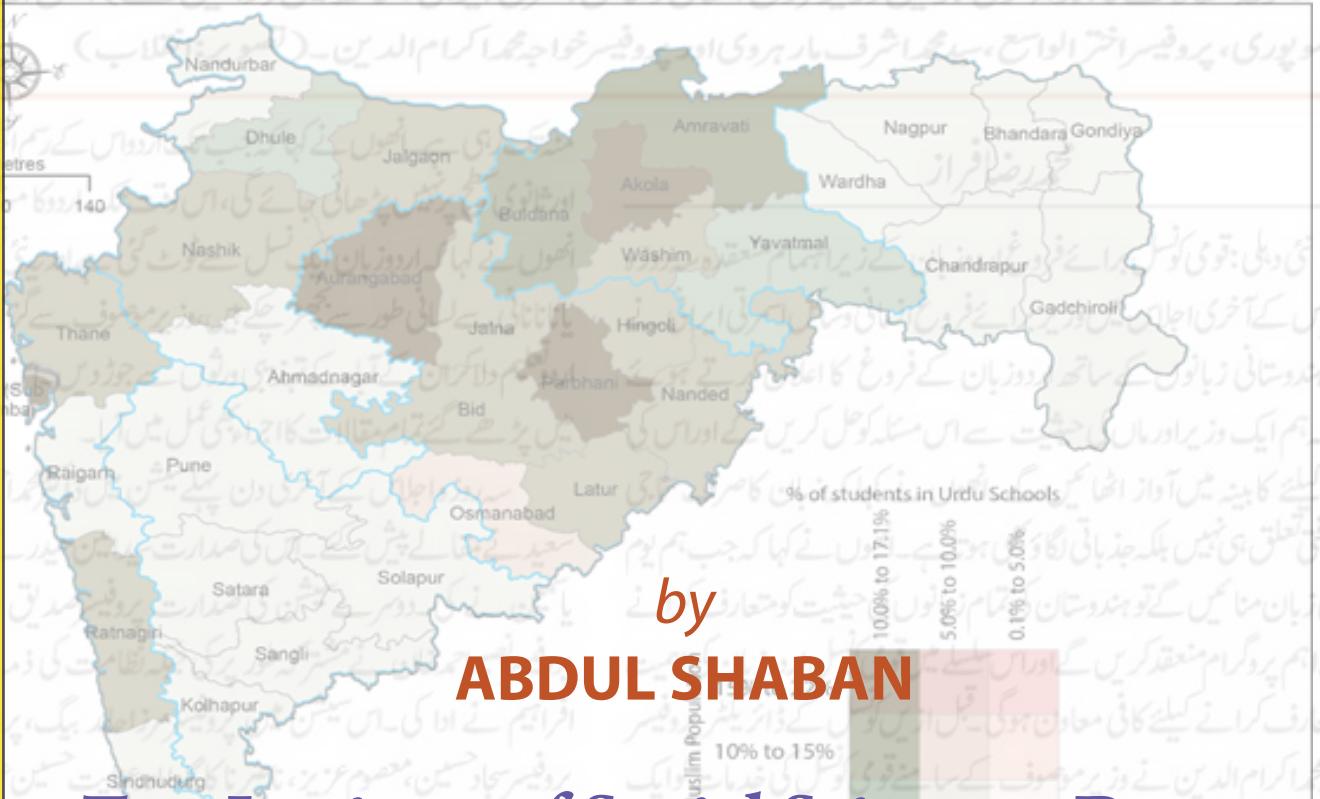


Urdu Medium Schools in Maharashtra

An Assessment of their Infrastructure and Possibility
of Developing them in Model Schools

DRAFT

Submitted to
Maharashtra State Minorities Commission
Government of Maharashtra, Mumbai



by
ABDUL SHABAN

Tata Institute of Social Sciences, Deonar,
Mumbai -400088

November 2014

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Salient Findings

- Maharashtra has the largest network of Urdu medium schools (4,900) in the country from primary to HSC level.
- The largest number of students (about 13 lakh) enrolled in Urdu medium schools in the country are in Maharashtra State.
- Among the states, Maharashtra has the largest number of teachers (about 37,000) employed in the Urdu medium schools.
- Distribution of the Urdu medium schools in the districts of Maharashtra largely coincides with distribution of Muslim population. The number of schools are higher in Northern Maharashtra and in Northern Konkan.
- About 51% of Urdu medium schools in the state are financed and managed by the government and local authorities, while about 30% are financially aided.
- Most of the Urdu medium schools established in the state after 1981 are under private management.
- Urdu schools are preferred for girls in large part of the state. Total 7.42 lakh girls were enrolled in Urdu medium schools in the state in 2013-14 while number of boys enrolled in the schools was 5.56 lakh.
- About 95% of the students in Urdu medium schools in the state are from Muslim community.
- Transition rate of student in Urdu medium schools is significantly low. On an average, out of 100 students enrolled in Urdu medium schools only 10 reach to HSC level.
- Transition rate of girls (11.2% from Primary to HSC level) is better than transition rate (9.5%) of boys.
- The transition rate of Muslim students is also significantly low in Urdu medium schools in comparison to the students from the same community enrolled in Marathi and English medium schools. On an average, out of every 100 students enrolled at Primary level in Urdu medium schools, 10 students reach to HSC level while the same in Marathi medium schools in 27.
- Total 127 single teacher Urdu medium schools are in the state and that affect the quality of the education imparted to students in these schools.

- The average student-teacher ratio in Urdu schools located in urban areas is about 34, which is higher than prescribed number of students, that is, 30 students per teacher.
- The average number of students per teacher is more than 30 in most of the districts where Muslim population is concentrated. Even it is higher than 40 in Thane.
- In schools located in urban areas, the student-teacher ratio is much higher. For instance, Hingoli (student-teacher ratio 41.4), Thane (44.9), Nashik (42.6) have the ratio above 40.
- In some districts percentage of female teachers in Urdu medium schools is below 25% of the total teachers in these schools. Such districts in the state are Jalgaon (24.8%), Buldhana (20.9%) and Washim (17.7%).
- The highest number of teachers employed in Urdu schools is in Mumbai (total 1,680 teachers) and Mumbai Suburban (3518). Thus, Mumbai accounts for total 5,198 teachers, that is, 14.18% of the total Urdu teachers employed in the state.
- Out of the total teachers in the Urdu medium schools in 2013-14, 3.3% and 1.4%, respectively, are employed as contract and part-time teachers. In some of the district the share of contract and part-time teachers is higher. Situation is specifically bad in Satara where 21.9% and 5.2% of the teachers in Urdu schools work as contract and part-time teachers, respectively. Other districts with higher share of contract teacher are Pune (6.8%), Bid (5.3%), Aurangabad (5.2%), Wardha (5.6%) and Nagpur (5.1%).
- Only about 84% of the Urdu schools are currently running in government building and the rest are located in different type of ownership and 1% of them are located in buildings under construction.
- Urdu medium schools located in urban areas have an on average 47 students per class room. The recommended ratio is 40 students per class room.
- In many of the districts the number of students per class room in Urban areas is above 50. Such districts are Dhule, Yavatmal, Chandrapur, Nashik, Thane, and Gr Mumbai.
- Most of the Urdu schools having higher student per class room are aided schools, not the government schools.
- Only about 7% of the total Urdu schools have computer aided learning labs (CAL).
- The number of students per functional computer in Urdu schools in the state is 81.

- Only 86.3% of the total Urdu schools in the state have libraries, while 95.2% and 87.5% of the Marathi and English medium schools have libraries attached to the schools.
- Only about 7% of the total Urdu medium schools in the state have librarian and related staff to manage the libraries.
- Only 51.5% of the total Urdu medium schools have furniture for all students, 23.5% of these schools have furniture for some students.
- About 5.5% of the schools do not have furniture for teachers and 19.3% have only for some teachers.
- About 9.1% (444 schools) do not have any single functioning toilet seats for male/boys, while the same for the girls is 6.9% (340 schools).
- About 10% of the total Urdu schools in the state do not have functional electricity connections.
- About 32% of the Urdu medium schools do not have hand wash facilities and that may be affecting the health of students adversely.
- About 19% of the Urdu medium schools in the state did not conduct medical check-up for the students.
- Only 47.1% of the Urdu medium schools in the state have space for further expansion of the school facilities.
- Only about 37.3% of the Urdu medium schools in the state have space for the development of playground.
- About one-fourth of the total Urdu medium schools in the state do not have any boundary wall. In 4.3% and 5.4% schools it is broken or the boundary wall is partial, respectively.

Chapter 1

Introduction

Education has a strong positive linkage with economic development. The economically underdeveloped societies are also often marred with low educational attainments. However, the linkage of western and modern education has a greater association with economic development. The oriental societies are often faced with the dilemma of whether to continue the education in their own languages or adopt English as a language to impart the modern education. Language is a vehicle of cultural communication and propagation. It has also been well establish that the students learn and develop their analytical ability more quickly if the education is imparted to them in their mother tongues. India too has adopted a cautious and mixed language policy in this regard. Where it has encourage the education at the lower level in mother tongues of students, it has also adopted a mix of medium (English with other regional or national language) at higher levels. It has also created some Institutions of repute to impart education only in English language at the graduate and post-graduate levels. Often the religious and regional groups show their preferences of one language over the others as their cultural and religious texts exists in that language and they feel that the best ways to continue and preserve their culture are to impart education in their own particular languages. Muslims in northern India and in pockets of western and southern India often show a preference toward Urdu as the languages to impart school education to their children. Urdu was language of major Institutions, like judiciary, of Mughal and British India and a rich cultural heritage has developed around it. To preserve the rich cultural heritage, Maharashtra state has promoted Urdu and established school systems to impart education in Urdu medium.

Urdu originated in India during medieval times due mixture of different languages and cultures. Deccan part of Maharashtra has been one of the important regions where the language developed and flourished. It is not surprising therefore that in Maharashtra there are sizeable Urdu speaker, specifically Muslims, who prefer education of their children in Urdu language. A recent survey shows that about two-fifth of the educated Muslims in Maharashtra have had their last education in Urdu medium (Shaban 2011). Realizing the importance of Urdu as a cultural heritage and a mother tongue of millions, the government of Maharashtra has also established a number of schools in the state to impart education in Urdu medium.

Presently, the state has about 4900 government, aided and unaided Urdu medium schools offering education from Primary to HSC level, and about 13 lakh students are enrolled in these schools.

Muslims have been the main user of the Urdu medium schools in the state. Many committees set up by the governments have shown that Muslims lag behind considerably from other socio-religious groups in terms of economic development and representation in employment, both in public and private sectors. Many argue that among others, one of the reasons for this underdevelopment has been the poor quality of school infrastructure and facilities in Muslim dominated areas. And these are Urdu medium schools which are often located in Muslims dominated areas. It is also argued that the governments over the years have missed quality for quantity. The poor quality of infrastructure and lack of teachers have often resulted in poor quality teaching in Urdu medium schools and this in turn has compromised the educational attainment and economic development of the community. Given the poor quality of infrastructure and teaching, the students passing out from these schools also face lots of difficulties when they move to the schools imparting education in other mediums. This further inhibits the educational mobility of the Muslim community. The lack of infrastructure like toilets, also keeps Muslim girls out from the schools.

In sum, a significant educational and economic mobility of Muslims can be expected from strengthening the infrastructure of Urdu medium schools in the state and enhancing quality of teachers. There has hardly been any study at the state level which has tried to measure the adequacy and inadequacy of infrastructure in Urdu medium schools in Maharashtra and issues they face. It is important to note here is the fact that relevance and future of Urdu schools is linked with the prospect of Urdu language itself. These are in complex ways also linked with the socio-economic development of Muslim community. The present study will attempt to fill this gap. Based on the study, more informed policy decision can be taken to strengthen these schools, both qualitatively and quantitatively. Out of these schools some model schools can be developed and slowly the resources and inputs can also be shared with other schools to make them at par with model schools. The detailed objectives of the present study are mentioned below:

1.1 Objectives of the Study

1. To assess the regional distribution of Urdu medium schools, and number of students attending these schools.
2. To find out the adequacy of infrastructural facilities in Urdu medium Schools in Maharashtra. Infrastructure of the schools will be assessed in terms of: availability of class rooms, computers, furniture, drinking water facility, toilets for girls and boys, availability of Anganwadis, etc.

3. To find out student-teacher ratio and transition rate of the students in these schools.
4. To assess the relevance of quality of learning imparted through these schools through a focus on their syllabus and future prospects of the students,
5. To understand the difficulties encountered by the students passed out from Urdu medium schools (primary, secondary and higher secondary) when they move to non-Urdu medium schools.
6. To find out the relevance of the Urdu schools and how that can be these schools be kept socially relevant, and
7. To suggest policy measures to develop these schools as model schools.

1.2 Data and Methodology

A comprehensive survey of 251 sampled schools of various levels across the districts of Maharashtra has been undertaken to understand the situation in Urdu schools of the state. This data has supplemented the data available from Sarva Siksha Abhiyan (SSA) Office of Government of Maharashtra, Mumbai. Comprehensive discussion with teachers and management of the schools in several districts were also carried out to understand the issues related to Urdu medium schools. It was found that issues of Urdu schools are linked in a complex way with the issues Urdu as a language faces in the country/state and those of the Muslim community. Therefore, while writing this report attempt has been made to bring out all these issues while focusing on the above objectives. Data for Mumbai show some inconsistency when divided in Mumbai and Mumbai Suburban districts. At appropriate places therefore the data is also presented together for the districts, naming it as Gr. Mumbai, as these two districts were created by dividing Gr Mumbai in Mumbai and Mumbai Suburban districts.

1.3 Organization of the Report

The report has been divided into 10 chapters. After this introductory chapter, chapter two examines the number of Urdu medium schools in the state and their regional distribution. A detailed analysis of schools by type has also been presented in this chapter. Chapter 3 discusses the share and district-wise distribution of Urdu medium schools in the state by management. Enrollment of students in these schools by sex and level of education along with transition rate of students is dealt with in Chapter 4, while Chapter 5 examines the association of Muslims with these schools and the share and size of students from the community enrolled in these schools. Chapter 6 examines the number and qualification of teachers in Urdu medium schools,

while chapter 7 discusses the availability of infrastructure. Chapter 8 discusses the relevance of Urdu schools in the context of fast changing social and economy scenario at the national level and also emerging globalization. A summary of major findings of the report is presented in Chapter 9 while chapter 10 presents suggestions emerging out of the analysis and discussions.

Chapter 2

Regional distribution of Urdu Schools

2.1 Introduction

Although origin of Urdu language is linked with mixing of different languages and cultures in India during medieval time, in recent years and particularly after the Independence, the language is largely being linked with Muslims and Islam. It is also a fact that the language has nothing to do with Islam except that it has a fair mixture of Persian and Arabic in its content and similar mixture and assimilation of words we also find in many other Indian languages like Marathi, Bengali and even Hindi. Given the constructed notion of its linkage with Muslims and Muslims of north and Deccan India, the language distribution is also quite variable and follows the pattern of geographic distribution of Muslims in these regions. It is expected that the distribution of Urdu medium schools in Maharashtra are largely associated with distribution of Muslim population in the state. This chapter examines the growth and distribution of Urdu language in the state both in absolute terms and also as a share of total schools in the state.

2.2 Growth of Urdu medium schools and regional distribution

As on March 2014, there were 1,04,968 schools in Maharashtra. Out of these schools about 4,900 schools are Urdu Medium Schools and they together constitute about 4.7% of the total schools in the state. It is important to note that Muslims constitute about 10.6% of the total population of state and the share of Urdu medium schools is not in that proportion. Among others, this shows that there is also a large section of Muslim population sending their children to non-Urdu medium schools.

The highest proportion of Urdu schools is found in Amravati Division (Table 2.1) followed by Konkan and Aurangabad Divisions. In fact, these are these three Divisions where most of the Muslim population is concentrated in the state. Urdu Medium Schools rank third in terms of the numbers of schools in the state. Of the total schools, Marathi Medium Schools constitute 83.3% while English Medium constitute 9.6%, followed by Urdu Medium Schools, which as mentioned above, comprise 4.7% of the total schools in the state. However, in Aurangabad and Amravati division, Urdu Medium Schools rank second in terms of numbers after the number of Marathi Medium Schools. Konkan and Nagpur Divisions, both having major urban centres in respective

regions, lead in number of English Medium Schools in the state. In Konkan Division English Medium Schools constitute 18.4% of the total Schools in the Division. This is also a fact that irrespective of religious belief, that equally applies to Muslims, most of the families have their choice for English Medium Schools in bigger urban centres as children educated in English medium are considered to be better equipped to align with the globalized economy and market and assure their jobs.

Table 2.1: Distribution of schools by medium of instruction in Maharashtra, 2013-14

Division	Urdu	Marathi	Hindi	English	Bengali	Gujarati	Kannada	Sindhi	Tamil	Telugu	Total
Percentage to the total schools											
Konkan	5.5	69.2	4.6	18.4	0.0	1.4	0.3	0.1	0.2	0.3	100.0
Pune	2.2	86.7	0.2	9.5	0.0	0.0	1.3	0.0	0.0	0.0	100.0
Nashik	4.9	89.2	0.2	5.6	0.0	0.1	0.0	0.0	0.0	0.0	100.0
Aurangabad	5.4	89.2	0.2	5.2	0.0	0.0	0.0	0.0	0.0	0.0	100.0
Amravati	9.7	83.0	0.7	6.6	0.0	0.0	0.0	0.0	0.0	0.0	100.0
Nagpur	1.5	82.7	4.6	10.6	0.4	0.0	0.0	0.0	0.0	0.1	100.0
Total	4.7	83.3	1.6	9.6	0.1	0.3	0.3	0.0	0.0	0.1	100.0
Number of Schools											
Konkan	1126	14218	949	3774	0	287	61	22	46	57	20540
Pune	489	18973	39	2074	0	6	283	3	3	7	21877
Nashik	870	15820	32	996	0	16	0	2	0	0	17736
Aurangabad	1104	18137	31	1060	0	0	0	0	0	1	20333
Amravati	1114	9540	80	757	0	1	0	1	0	0	11493
Nagpur	197	10738	596	1383	56	1	0	0	0	18	12989
Total	4900	87426	1727	10044	56	311	344	28	49	83	104968

Among the districts, the highest share of Urdu medium schools is found in Mumbai Suburban (Table 2). This metropolitan district has 12.3% of its total schools as Urdu medium schools. It is interesting to note that the districts has higher share of English medium schools (33.2%) and Marathi medium schools (29.8%) rank second. In fact, Mumbai and Mumbai Suburban are the only districts in the state which have higher share of English Medium than Marathi medium schools. In Mumbai, the share of English medium schools is 54.7% in comparison to 25.6% of Marathi medium schools. Urdu medium schools in terms of number in Mumbai city district rank 4th (6.0%), after Hindi Medium Schools, which constitute 8.4% of the total schools in the district.

Districts of Akola (with 14.6%), Buldana (11.1%), and Jalgaon (10.4), besides Mumbai Suburban (12.3%) are the other three districts where the share of Urdu medium schools to the total schools in the respective districts is above 10%. In these three districts, the Urdu medium schools rank second in terms of their share in total number of schools in the respective districts after Marathi medium schools. Washim (Urdu medium schools in the district constitute 9.6% of the total schools in the district), Yavatmal (5.5%), Parbhani (7.6%), Latur (5.6%), Jalna (5.1%), Bid (5.1%) Ratnagiri (6.9%), Raigarh (5.2%) and Mumbai (6.0%) are the districts where the share of Urdu medium schools ranges between 10% - 5% of the total schools in the respective districts.

Among the districts in the state, Jalgaon has highest number of Urdu medium schools (335), followed by Mumbai Suburban (303), Amravati (292), Thane (267) and Buldana and Nashik (262 each). Bhandara, Gondia and Gadchiroli have less than 10 number of Urdu medium schools and it is mainly due to the fact that share of Muslim population, which prefers Urdu medium schools, in these district is very low. While among the Divisions, Konkan (1,126 schools) has the highest number of Urdu medium schools. In this regard, Konkan is followed by Amravati (1,114 schools) and Aurangabad Divisions (1,104 schools).

Table 2.2: Percentage distribution of schools by medium of instruction, 2013-14

S. No.	Districts	Number of Urdu Medium Schools	Percentage distribution					Total No. of schools
			Urdu	Marathi	Hindi	English	Others	
1	Mumbai	95	6.0	25.6	8.4	54.7	5.4	1588
2	Mumbai Sub.	303	12.3	29.8	15.1	33.2	9.7	2473
3	Thane	267	3.5	67.5	5.8	21.2	1.9	7563
4	Raigarh	197	5.2	86.8	0.2	7.8	0.1	3802
5	Ratnagiri	229	6.9	89.2	0.0	4.0	0.0	3335
6	Sindhudurg	35	2.0	95.2	0.0	2.8	0.0	1779
7	Kolhapur	93	2.6	88.2	0.1	9.0	0.1	3580
8	Pune	120	1.7	81.4	0.5	16.3	0.2	6996
9	Sangli	73	2.6	85.3	0.0	6.0	6.1	2835
10	Satara	39	1.0	92.4	0.0	6.5	0.0	3854
11	Solapur	164	3.6	89.8	0.1	4.1	2.5	4612
12	Ahmadnagar	126	2.4	91.8	0.1	5.7	0.0	5200
13	Dhule	85	4.4	90.8	0.1	4.7	0.1	1942
14	Jalgaon	335	10.4	83.0	0.5	6.2	0.1	3234
15	Nandurbar	62	3.1	93.4	0.0	2.9	0.6	2025
16	Nashik	262	4.9	88.2	0.2	6.6	0.0	5335
17	Aurangabad	290	7.4	82.3	0.3	10.0	0.0	3903
18	Bid	169	5.1	91.2	0.0	3.7	0.0	3337
19	Hingoli	43	3.6	93.0	0.2	3.2	0.0	1204
20	Jalna	109	5.1	89.7	0.5	4.8	0.0	2156
21	Latur	141	5.6	90.0	0.0	4.3	0.0	2499
22	Nanded	142	4.0	92.2	0.1	3.6	0.0	3530
23	Osmanabad	60	3.5	92.8	0.1	3.7	0.0	1733
24	Parbhani	150	7.6	87.0	0.1	5.3	0.0	1971
25	Akola	257	14.6	73.5	1.3	10.5	0.1	1756
26	Amravati	292	10.4	81.6	1.1	6.8	0.0	2805
27	Buldana	262	11.1	82.8	0.3	5.9	0.0	2360
28	Yavatmal	180	5.5	88.5	0.5	5.5	0.0	3290
29	Washim	123	9.6	85.4	0.2	4.8	0.0	1282
30	Bhandara	5	0.4	92.2	1.1	6.3	0.0	1326
31	Chandrapur	21	0.8	88.5	1.5	8.4	0.8	2511
32	Gadchiroli	5	0.2	92.5	1.3	3.8	2.2	2081
33	Gondia	3	0.2	79.0	13.0	7.4	0.4	1644
34	Nagpur	125	3.2	70.1	7.3	19.4	0.0	3951
35	Wardha	38	2.6	88.2	0.9	8.3	0.0	1476
	Total	4900	4.7	83.3	1.6	9.6	0.8	104968

2.3 Urdu medium schools by Level of education

About 31% of the total Urdu medium schools in the state are only up to primary level, and only about 2.7% offer education up to 12th standard, that is higher secondary or Junior college levels (Table 2.3). In fact, a large percentage of the total Urdu medium schools offer education only up to primary and upper primary levels. They together (primary schools 31.1% and primary with upper primary 43.0%) constitute 71.1% of the total Urdu medium schools in the state. However, the share of only Primary Urdu schools is much lower than the share of total Primary schools in the state, which constitute 50.5% in the state. Even the share of Urdu medium schools offering 12th standard level of education is better than the total share of such schools in Maharashtra (which is about 2.5% as compared to 2.7% of Urdu Schools).

In Mumbai, there is hardly only primary Urdu medium school. There also seems to be problem in the data related to level of education the schools offers, provided by Sarva Siksha Abhiyan (SSA) Office of the State Government for Mumbai Suburban districts as there are only a very small share of schools which offer secondary and above level of education. It seems that data related to the level of education for Mumbai and Mumbai suburban districts need to be read together, as it is possible that confusion in district names between the two districts has taken place while recording the data. In general, among the districts of Maharashtra, Bid, Osmanabad, Wardha, Parbhani, and Hingoli have higher share of schools offering education in Urdu medium up to 12th standard.

Table 2.3: Urdu medium schools by category, 2013-14.

Districts	School Category										Total
	Primary	Primary with Upper Primary	Primary, Upper Primary and Secondary and Higher Secondary	Upper Primary only	Up. Pr. Secondary and Higher Sec	Pr. Up Pr. and Secondary Only	Upper Pr. and Secondary	Secondary only	Secondary with Higher Secondary	Higher Secondary only/Jr. College	
Mumbai				1.1	10.5		63.2	21.1	4.2		100
Mumbai Sub.	36.0	52.5					2.0	9.6			100
Thane	17.6	55.1			3.7	0.7	6.0	14.2	2.2	0.4	100
Raigarh	48.2	34.5			6.6	0.5	3.6	6.6			100
Ratnagiri	42.4	41.0	1.3		3.1		3.9	7.0	1.3		100
Sindhudurg	42.9	40.0					5.7	11.4			100
Kolhapur	21.5	58.1			4.3		2.2	9.7	4.3		100
Pune	12.5	64.2	0.8		5.0		3.3	13.3	0.8		100
Sangli	16.4	65.8			4.1		1.4	11.0	1.4		100
Satara	48.7	35.9				2.6	7.7	5.1			100
Solapur	13.4	67.1			3.7	0.6	6.1	7.9	1.2		100
Ahmadnagar	40.5	43.7			4.0		0.8	9.5	0.8	0.8	100
Dhule	31.8	38.8			11.8		17.6				100
Jalgaon	34.0	45.1	0.3		4.8		7.5	6.9	0.3	1.2	100
Nandurbar	40.3	30.6	4.8		6.5	1.6	16.1				100
Nashik	22.9	56.1			4.6		5.7	9.5	0.8	0.4	100
Aurangabad	22.1	43.8			3.1		5.9	21.0	1.0	3.1	100
Bid	32.5	44.4			5.3	1.2	4.1	9.5	3.0		100
Hingoli	23.3	39.5			9.3		4.7	14.0		9.3	100
Jalna	35.8	24.8	0.9		3.7		8.3	17.4	4.6	4.6	100
Latur	23.4	48.2	0.7		5.7		2.1	17.0	2.8		100
Nanded	31.7	40.1	1.4		8.5	1.4	7.0	8.5	0.7	0.7	100
Osmanabad	23.3	45.0			1.7		3.3	16.7	8.3	1.7	100
Parbhani	34.0	30.7			2.0		6.0	21.3	0.7	5.3	100
Akola	35.8	36.2			7.4	0.8	8.2	7.4	1.6	2.7	100
Amravati	35.3	39.7			6.8	1.0	3.8	10.3	2.7	0.3	100
Buldhana	39.3	34.4			7.3		3.4	10.7	1.5	3.4	100
Yavatmal	30.0	41.1			5.6		9.4	8.9	1.7	3.3	100
Washim	36.6	37.4			7.3	0.8	7.3	8.9	0.8	0.8	100
Bhandara	20.0	40.0			20.0			20.0			100
Chandrapur	66.7	23.8			4.8		4.8				100
Gadchiroli	40.0	40.0			20.0						100
Gondia	33.3	33.3						33.3			100
Nagpur	40.0	26.4			11.2	0.8	12.8	5.6	0.8	2.4	100
Wardha	50.0	23.7		2.6	7.9		2.6	7.9		5.3	100
Total	31.1	43.0	0.2	0.0	5.2	0.3	6.7	10.7	1.4	1.3	100

2.4 Establishment and Growth of Urdu Medium Schools in Maharashtra

Maharashtra has been a region, especially its Marathwada division, which had been a part of the growth story of Dakhani Urdu, locus of which was Hyderabad. In its 2013-14 round, SSA has collected data on establishment of Urdu medium schools in Maharashtra. Out of the total 4,900 Urdu medium schools in the state, record about the year of establishment is available for 4,899 school. This data shows that establishment of some of the Urdu Schools goes back as far as 1827.

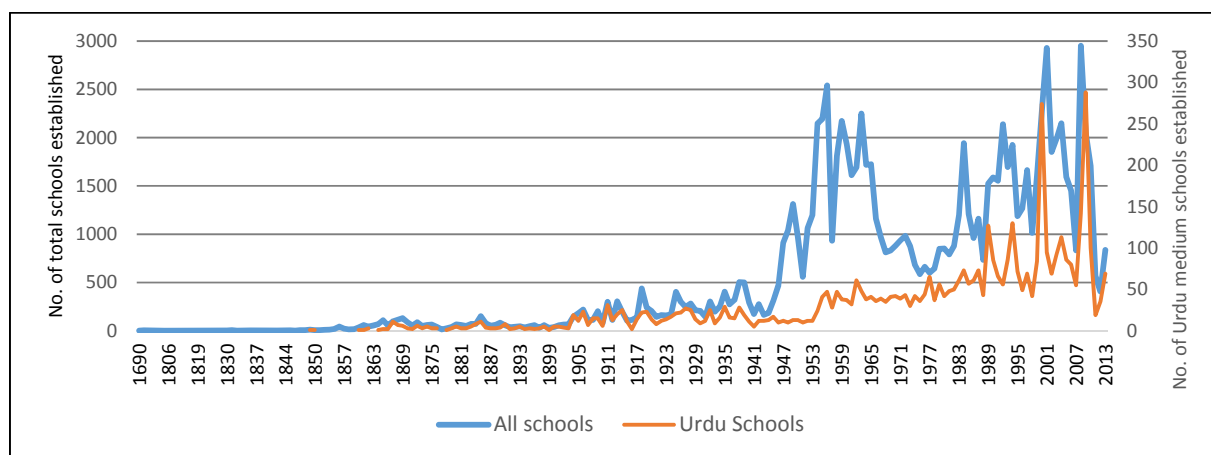
Total 156 Urdu medium school that exist today were established prior to 1900 A.D.; while next 750 schools were established during 1901-1950. After the Independence, we find that the total addition in Urdu medium schools in the state has been of 3,993 (Table 2.4 and Figure 2.1). The highest number of Urdu medium schools established in the state has been after 1990. In the decade of 1990s total 928 schools were established, while during 2001-2014, total 1243 new Urdu medium schools were established in the state. Thus, the perception that the number of Urdu medium schools are declining in recent years is not true as of the total Urdu medium schools in the state 44.32% of the schools have been established in the last two decades or so. However, as shown in Figure 2.1, this growth of Urdu medium schools over the years has not been very smooth. There have been few years in which the establishment was higher.

Table 2.4: Establishment of Urdu medium schools in Maharashtra

Period of establishment	No. of schools	% of the total
1827-1900	156	3.2
1901-1950	750	15.3
1951-1960	296	6.0
1961-1970	413	8.4
1971-1980	434	8.9
1981-1990	679	13.9
1991-2000	928	18.9
2001-2014	1243	25.4
Total	4899	100.0

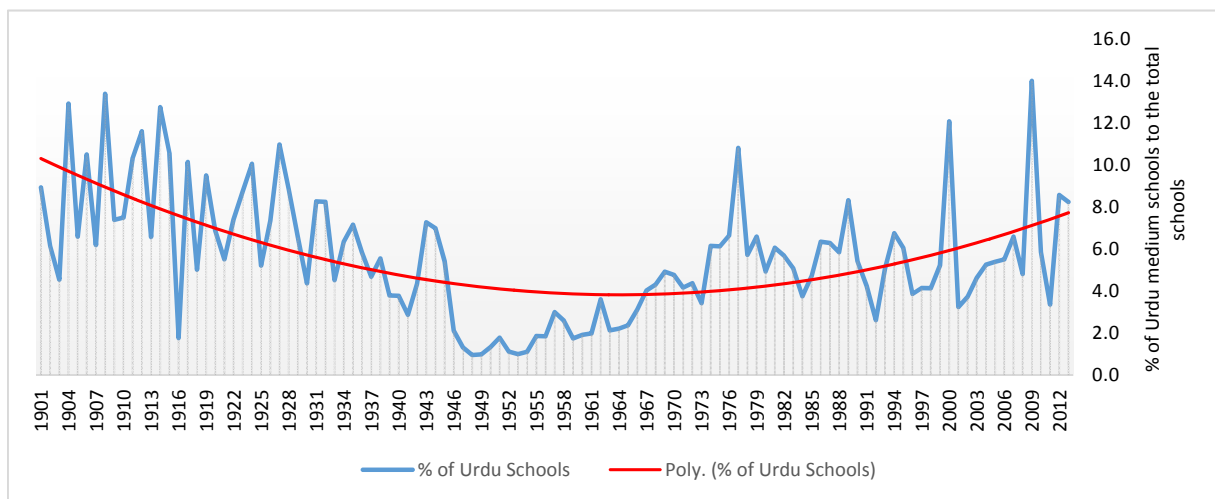
Note: No information related to establishment year is available for 1 school.

Figure 2.1: Trend in establishment of all and Urdu medium schools in Maharashtra



The growth of Urdu medium schools does not totally coincide with the growth of total schools in the state (Figure 2.1). Although the growth of total and Urdu medium schools was very low in the pre-independence period, the growth of total schools (non-Urdu schools) greatly accelerated after the Independence but the growth of Urdu medium schools was quite low till about 1975, and has picked up thereafter. The share of Urdu medium schools on an average ranged between 6-10% of the total schools during 1901-1935, but during 1935 to 1975 on an average it declined to 1-6%, lowest being during partition and around years. However, after 1975 it has ranged between 5-8% of the total schools in the years. Thus, the trend line of share of Urdu medium schools in the state to the total schools forms almost u-shaped curve (Figure 2.2). Although, the establishment of Urdu medium schools by districts also largely coincides with overall trend at the state level (Table 5), some regional variations can be seen. Where in Mumbai, Mumbai Suburban and Thane districts, and in districts of Aurangabad and Amravati Divisions most of the Urdu medium schools were established 1980s onwards, in Raigarh, Ratnagiri and Sindhudurg they were largely established prior to 1950s.

Figure 2.2: Percentage of Urdu medium schools established in respective years in Maharashtra, 1900-01-2013-14



During 1901-1950, Konkan Division witnessed the largest number of establishment of Urdu medium schools (262 in number) followed by Nashik (174), Amravati (152), Pune 89, Aurangabad (42) and Nagpur (31). The district with the largest number of establishment of the schools during this period was Ratnagiri (106) followed by Jalgaon (72 in number), Raigarh (61 in number), and Amravati (51 in number). The districts with the lowest number of establishments of Urdu medium schools belonged to Nagpur Division; Bhandara and Gondia having no establishment at all. While Gadchiroli along with Osmanabad, Latur and Jalna of Aurangabad division had the establishment of only 1 school.

After 1950, i.e. from 1951 till March 2014, the maximum number of Urdu medium schools were established in the district of Aurangabad (286 in number) followed by Mumbai suburban (261), Jalgaon (253), Thane (234), and Nashik (231). The districts which witnessed the lower establishments of the schools during this period were- Sindhudurg (18), Chandrapur (4), Gadchiroli (1), Bhandara (2) and Gondia (0).

During 1951-2014, the maximum number of establishments of Urdu medium schools was in Aurangabad Division (1,104) followed by Amravati (890), Konkan (805), Nashik (628), Pune (382) and Nagpur (160) Divisions.

Table 2.5: Percentage distribution of Urdu medium schools by establishment period.

Districts	School Establishment Year								Total
	Till 1900	1901 - 1950	1951 - 1960	1961 - 1970	1971 - 1980	1981 - 1990	1991 - 2000	2001 - 2014	
Mumbai	1.1	12.6	5.3	10.5	5.3	26.3	30.5	8.4	100.0
Mumbai Sub.		13.9	5.9	17.5	14.9	15.8	13.2	18.8	100.0
Thane	2.2	10.1	3.7	10.9	8.6	16.9	22.1	25.5	100.0
Raigarh	15.2	31.0	13.2	10.7	7.1	7.1	6.6	9.1	100.0
Ratnagiri	0.4	46.3	7.4	7.4	9.6	10.0	10.5	8.3	100.0
Sindhudurg	2.9	41.2	8.8	11.8	8.8	8.8	8.8	8.8	100.0
Kolhapur	1.1	7.5	38.7	7.5	3.2	9.7	8.6	23.7	100.0
Pune	6.7	19.2	0.8	6.7	6.7	12.5	24.2	23.3	100.0
Sangli	5.5	19.2	6.8	13.7	9.6	11.0	11.0	23.3	100.0
Satara	2.6	23.1	2.6	10.3	2.6	10.3	23.1	25.6	100.0
Solapur	2.4	22.0	11.6	10.4	2.4	15.2	18.3	17.7	100.0
Ahmadnagar	3.2	30.2	2.4	5.6	3.2	12.7	29.4	13.5	100.0
Dhule		29.4	1.2	4.7	10.6	14.1	34.1	5.9	100.0
Jalgaon	3.0	21.5	8.4	9.0	10.1	11.6	16.4	20.0	100.0
Nandurbar	1.6	21.0	1.6	3.2	14.5	24.2	14.5	19.4	100.0
Nashik	1.9	9.9	2.3	12.2	16.4	11.8	19.8	25.6	100.0
Aurangabad		1.4	1.7	4.5	5.9	13.8	29.0	43.8	100.0
Bid	1.8	8.3	2.4	3.0	6.5	13.0	21.9	43.2	100.0
Hingoli		11.6	7.0			14.0	30.2	37.2	100.0
Jalna		0.9	0.9	2.8	5.5	17.4	17.4	55.0	100.0
Latur		0.7		1.4	7.1	29.8	30.5	30.5	100.0
Nanded		5.6	2.1	5.6	8.5	24.6	18.3	35.2	100.0
Osmanabad		3.3	1.7	1.7	10.0	25.0	21.7	36.7	100.0
Parbhani	0.7	4.7	1.3	2.7	5.3	8.0	12.7	64.7	100.0
Akola	5.4	12.5	7.0	10.5	10.5	7.4	22.2	24.5	100.0
Amravati	10.3	17.5	6.8	8.6	9.2	11.3	19.5	16.8	100.0
Buldhana	6.1	13.0	10.7	6.5	9.5	12.6	14.9	26.7	100.0
Yavatmal	4.4	13.3	5.6	12.2	8.9	11.7	18.3	25.6	100.0
Washim	3.3	8.9	8.1	4.9	8.9	13.0	21.1	31.7	100.0
Bhandara	40.0				40.0		20.0		100.0
Chandrapur		14.3	4.8	19.0	19.0	9.5	9.5	23.8	100.0
Gadchiroli		20.0		60.0		20.0			100.0
Gondia				33.3		33.3		33.3	100.0
Nagpur	0.8	13.6	8.0	12.0	9.6	20.8	15.2	20.0	100.0
Wardha		26.3		5.3	15.8	10.5	15.8	26.3	100.0
Total	3.2	15.3	6.0	8.4	8.9	13.9	18.9	25.4	100.0

Note: No information related to establishment year is available for 1 school.

An examination of establishment of Urdu medium schools by the level of standard of education they offer shows that more than 70% of the schools offering Secondary and HSC degrees were established in recent decades and specifically after 1981 (Table 2.6). In contrast to this, only about less than 60% of the Primary, and Primary with Upper Primary schools were established during this period. This shows that prior to 1980s, most focus was on establishing schools to provide basic education in Urdu and slowly it is moving to provide up to secondary level of education.

Table 2.6: Percentage distribution of Urdu medium schools by period of establishment.

S.No.	Level of standard	Year of Establishment								Total
		Upto 1900	1901 - 1950	1951 - 1960	1961 - 1970	1971 - 1980	1981 - 1990	1991 - 2000	2001 - 2014	
1	Primary	3.4	14.9	6.1	9.1	10.7	12.5	12.4	30.8	100.0
2	Primary with Upper Primary	4.8	23.0	8.0	8.8	9.3	12.0	18.0	16.0	100.0
3	Pr. Up Pr. and Secondary Only		11.8			5.9	11.8	35.3	35.3	100.0
4	Pr. with Up.Pr. Sec. and H.Sec.					8.3	16.7	8.3	66.7	100.0
5	Upper Primary only		50.0						50.0	100.0
6	Upper Pr. and Secondary	0.3	3.9	2.7	11.2	8.5	25.8	31.5	16.1	100.0
7	Secondary Only		0.4		0.8	1.7	11.8	30.9	54.4	100.0
8	Up. Pr. Secondary and Higher Sec		7.5	9.1	18.6	11.9	26.5	21.7	4.7	100.0
9	Secondary with Higher Secondary		1.4	2.9		5.7	24.3	37.1	28.6	100.0
10	Higher Secondary only/Jr. College	1.6				4.7	1.6	9.4	82.8	100.0
Total		3.2	15.3	6.0	8.4	8.9	13.9	18.9	25.4	100.0

2.5 Distribution of Urdu medium schools by type

Out of about 4,900 Urdu Medium Schools in the state, only 201 schools are only for girls, 98 for boys and the rest are coeducational schools (Table 2.7). This shows that the claim that Muslim often demand for sex-exclusive schools is wrong. In fact, both boys and girls go to the same Urdu medium schools. In fact, at higher level of standards, like Secondary and Higher Secondary, also the share of girls exclusive schools is low this further shows that Muslims in the state are sending their children largely in co- educational institutions. In fact, the boys and girls specific schools are mostly at the Primary and Upper Primary school level rather than higher levels in all the districts of the state (Table 2.8).

Table 2.7: Distribution of Urdu medium schools by type, 2013-14

School Category	School type			Total
	Boys	Girls	Coeducation	
Primary	24	50	1449	1523
Primary with Upper Primary	55	60	1990	2105
Primary, Upper Primary and Secondary and Higher Secondary	0	2	10	12
Upper Primary only	0	0	2	2
Up. Pr. Secondary and Higher Sec	6	24	223	253
Pr. Up Pr. and Secondary Only	1	1	15	17
Upper Pr. and Secondary	10	44	276	330
Secondary only	2	9	513	524
Secondary with Higher Secondary	0	5	65	70
Higher Secondary only/Jr. College	0	6	58	64
Total	98	201	4601	4900

Note: The data on type of schools has been classified on the basis of school names (indicating boys/girls schools). The data supplied by SSA Office, Maharashtra, Mumbai, had many missing codes on this variable.

Table 2.8: Distribution of sex-specific Urdu medium schools, 2013-14.

Districts	School Category										Total
	Primary	Primary with Upper Primary	Primary, Upper Primary and Secondary and Higher Secondary	Upper Primary only	Up. Pr. Secondary and Higher Sec	Pr. Up Pr. and Secondary Only	Upper Pr. and Secondary	Second ary only	Secondar y with Higher Secondar y	Higher Second ary only/Jr. Colleg e	
Boys' School											
Mumbai	0	0			0	0	6	0			6
Mumbai Sub.	2	0			0	0	0	0			2
Thane	0	0			0	0	2	0			2
Raigarh	1	0			0	0	0	0			1
Pune	0	1			0	0	1	0			2
Sangli	1	0			0	0	0	0			1
Solapur	0	13			0	0	0	0			13
Ahmadnagar	0	2			0	0	0	0			2
Dhule	1	0			1	0	0	0			2
Jalgaon	6	21			0	0	0	0			27
Nashik	1	3			1	0	0	0			5
Aurangabad	1	1			0	0	0	2			4
Bid	2	0			1	1	0	0			4
Nanded	1	0			0	0	0	0			1
Akola	5	8			1	0	0	0			14
Amravati	2	3			1	0	0	0			6
Buldhana	0	2			0	0	0	0			2
Yavatmal	0	0			1	0	0	0			1
Nagpur	1	1			0	0	1	0			3
Total	24	55			6	1	10	2			98
Girls' Schools											
Mumbai	0	0	0		4	0	6	0	1	0	11
Mumbai Sub.	6	0	0		0	0	0	0	0	0	6
Thane	1	3	0		1	1	5	0	1	0	12
Ratnagiri	0	0	0		0	0	1	0	0	0	1
Pune	0	0	0		1	0	1	0	0	0	2
Sangli	0	0	0		0	0	0	1	0	0	1
Solapur	2	6	0		1	0	0	0	0	0	9
Ahmadnagar	0	0	0		1	0	0	0	0	0	1
Dhule	1	1	0		3	0	2	0	0	0	7
Jalgaon	8	21	0		1	0	4	0	0	1	35
Nandurbar	1	0	2		0	0	1	0	0	0	4
Nashik	3	4	0		3	0	4	2	0	0	16
Aurangabad	1	4	0		0	0	3	1	1	2	12
Bid	2	2	0		1	0	0	1	0	0	6
Latur	1	0	0		2	0	2	0	0	0	5
Nanded	2	1	0		0	0	3	1	0	1	8
Osmanabad	1	0	0		0	0	0	0	1	0	2
Akola	7	5	0		1	0	3	0	1	1	18
Anravati	3	3	0		2	0	4	0	0	0	12
Buldhana	3	7	0		1	0	1	1	0	0	13
Yavatmal	3	2	0		0	0	2	2	0	0	9
Washim	0	0	0		0	0	1	0	0	0	1
Nagpur	5	1	0		2	0	1	0	0	1	10
Total	50	60	2		24	1	44	9	5	6	201

Note: The districts not having any specific boys' and girls' schools are not listed in the table.

Among the districts in the state, Jalgaon has the highest number of girls school (35) and 29 of these schools are offering education only up to Primary or Upper Primary levels. In terms of number of exclusive girls schools, Jalgaon is followed by Akole (18 schools) and Buldhana (13

schools). Jalgaon seems to have largest sex-segregated Urdu medium schools. The district also has highest number of schools (27 in number) exclusive for boys, and the district is followed by Akola (14) and Solapur (13). Mumbai and Mumbai Suburban have comparatively lower girls and boys specific Urdu medium schools. Mumbai has only 11 girls specific schools while 6 schools only for boys. In comparison to this Mumbai Suburban has only 6 girl specific schools while only 2 schools only for boys.

2.6 Summing up

Urdu medium schools have been important institutions for providing education to Muslims in Maharashtra. Urdu medium schools rank third in terms of their share to the total schools in the state. These schools are not uniformly distributed across the district but follow a regional pattern of distribution which largely coincide with distribution of Muslims population. Among the Divisions, Amravati, Aurangabad and Konkan have the highest number of Urdu medium schools in the state. Most of the Urdu medium schools in the state have been established after 1981 and specifically the schools offering Senior Secondary and Higher Secondary levels of education have emerged in this period. Urdu medium schools today constitute about 4.7% of the total schools in the state and most of these schools are coeducational schools, nullifying the claim that Muslims mostly prefer gender-specific schools for their children.

Chapter 3

Management and Types of Urdu Schools

3.1 Introduction

Urdu medium schools in the state have arose both from public and private participations. Many departments of the governments and corporate to philanthropic groups, besides private interests, have established Urdu medium schools in the state. Besides, public financial aids have been available to private schools and in several cases private and philanthropic groups have been associated with public managed schools for betterment and improvement of standard of teaching in those schools. This has led to a complex structure and network of management of these schools. In this chapter, we examine the Urdu medium schools by management in the state.

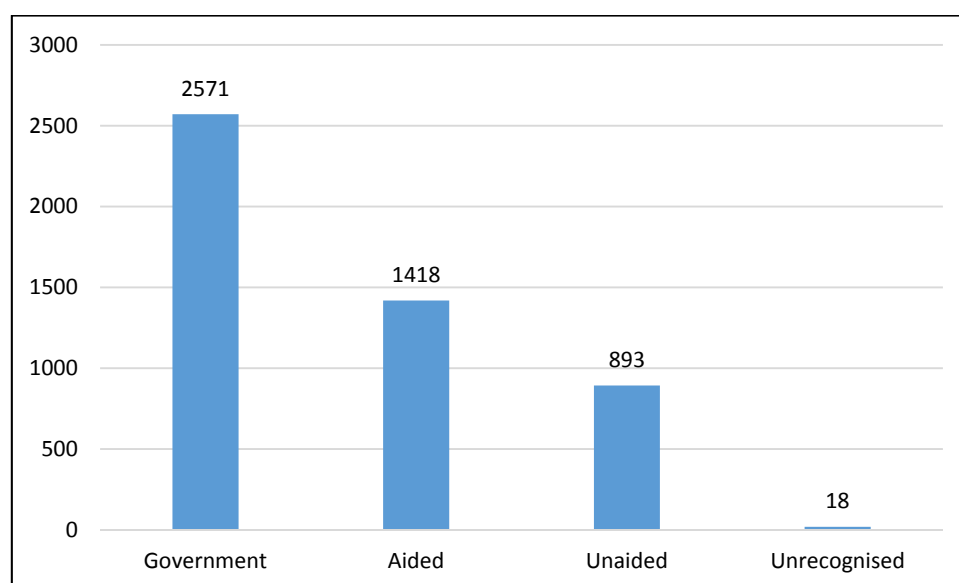
3.2 Urdu Schools by various management categories

Considerably variety in management of Urdu medium schools exists in Maharashtra. SSA, Maharashtra, has provided data related to the management of the schools, which are reproduced in Table 3.1. The table shows that there is considerable need to clean the data and category of management by SSA. However, it importantly shows that about 33% of the total schools in the state come under Zilla Parishad and almost another 20% are under Municipalities (Municipal Corporations, Nagar Parishads, etc). About 28% of the schools in the state are private but aided, while about 16% of the schools are unaided, while the rest belong to different category of aided and unaided. Distribution of Urdu medium schools by management is also presented through in Figure 3.1. The figure shows that of the total 4,900 Urdu medium schools in the state, 2571 (52.5%) are financed and owned by government and it local authorities/organisations, 1418 (28.9%) schools are financially aided by the government but managed by the private bodies, 893 (18.2%) are unaided and 18 (0.4%) are unrecognised. Thus, the data show that there exists a large number of Urdu medium schools in state which are unaided, which need to brought under the state's financial aid scheme for improving their infrastructure and also providing better remuneration to the teachers, who are often found to be under paid by the management.

Table 3.1a: Management wise distribution of Urdu mediums schools in Maharashtra, 2013-14

Management	No. of schools	Percentage to total
Tribal Welfare	1	0.02
Social Welfare Aided	1	0.02
Department of Education	2	0.04
Social Welfare Unaided	2	0.04
Vedic/Sanskrit/Dharmic School	2	0.04
Cantonment Board	5	0.10
Pvt. Unaided	11	0.22
Un-Recognised	18	0.37
Self-Finance	19	0.39
Madarsa recognized	43	0.88
Madarsa unrecognized	46	0.94
Partially Aided	47	0.96
Permanent Unaided	132	2.69
Nagar Palika	279	5.69
Unaided	638	13.02
MNC	669	13.65
Pvt. Aided	1370	27.96
Zilla Parishad	1615	32.96
Total	4900	100.00

Figure 3.1: Number of Urdu medium schools by different types of management, 2013-14



We find that data provided by SSA is not very consistent for Mumbai and Mumbai Suburban and that the data for these two districts need to be read together to make a sense of the distribution of schools under different management category. Data produced in Table 3.2 show that the number of unaided schools are relatively higher in Marathwada and Amravati Divisions and specifically in districts of Aurangabad (total unaided schools 105), Parbhani (64), Akola (41), Buldhana (30), and Jalna (43). In Konkan region, Thane (52) has relatively higher number of unaided Urdu medium schools.

Table 3.2: Distribution of Urdu medium schools by management, 2013-14 (continued..)

Districts	Management									
	Department of Education	Zilla Parishad	MNC	Nagar Palika	Cantonment Board	Tribal Welfare	Social Welfare Aided	Pvt. Aided	Partially Aided	Social Welfare Unaided
Nandurbar	0	23	0	12	0	0	0	14	2	0
Dhule	0	23	12	4	0	0	0	38	0	0
Jalgaon	0	199	15	20	0	0	0	71	4	0
Buldhana	0	124	0	38	0	0	0	44	1	0
Akola	0	107	18	22	0	0	0	57	4	0
Washim	0	59	0	12	0	0	0	28	1	0
Amravati	0	139	16	33	0	0	0	65	1	0
Wardha	0	16	0	5	0	0	0	8	0	0
Nagpur	0	1	40	12	0	0	0	53	0	0
Bhandara	0	0	0	4	0	0	0	1	0	0
Gondia	0	0	0	0	0	0	0	2	0	0
Gadchiroli	0	2	0	1	0	0	0	2	0	0
Chandrapur	0	4	4	5	0	0	0	3	0	0
Yavatmal	0	77	0	32	0	0	0	41	1	0
Nanded	0	18	7	0	0	1	0	71	1	0
Hingoli	0	11	0	0	0	0	0	15	0	0
Parbhani	0	6	9	0	0	0	1	48	4	0
Jalna	0	11	0	3	0	0	0	34	2	0
Aurangabad	0	12	20	0	0	0	0	127	6	2
Nashik	0	45	106	6	1	0	0	71	2	0
Thane	0	42	88	5	0	0	0	72	6	0
Mumbai Sub.	0	0	241	0	0	0	0	40	0	0
Mumbai	0	0	0	0	0	0	0	83	0	0
Raigarh	0	141	0	16	0	0	0	29	2	0
Pune	2	13	51	5	3	0	0	34	0	0
Ahmadnagar	0	82	2	6	1	0	0	22	0	0
Bid	0	80	0	0	0	0	0	61	2	0
Latur	0	2	4	0	0	0	0	89	1	0
Osmanabad	0	17	0	5	0	0	0	23	1	0
Solapur	0	61	21	10	0	0	0	56	0	0
Satara	0	8	0	7	0	0	0	6	0	0
Ratnagiri	0	175	0	4	0	0	0	34	1	0
Sindhudurg	0	26	0	0	0	0	0	3	0	0
Kolhapur	0	58	5	10	0	0	0	15	0	0
Sangli	0	33	10	2	0	0	0	10	5	0
Total	2	1615	669	279	5	1	1	1370	47	2

Table 3.2: Distribution of Urdu Schools by management, 2013-14 (ended).

District	Management								Total
	Unaided	Pvt. Unaided	Permanent Unaided	Self Financed	Vedic/Sanskrit/Dharmic School	Madarsa recognized	Madarsa unrecognized	Un-Recognized	
Nandurbar	9	0	2	0	0	0	0	0	62
Dhule	4	0	4	0	0	0	0	0	85
Jalgaon	17	0	8	0	0	0	0	1	335
Buldhana	30	0	14	6	0	0	4	1	262
Akola	41	0	8	0	0	0	0	0	257
Washim	22	0	0	1	0	0	0	0	123
Amravati	24	0	5	0	0	0	8	1	292
Wardha	4	0	2	0	0	1	2	0	38
Nagpur	11	0	2	0	0	3	3	0	125
Bhandara	0	0	0	0	0	0	0	0	5
Gondia	0	0	0	0	0	0	1	0	3
Gadchiroli	0	0	0	0	0	0	0	0	5
Chandrapur	0	0	1	0	0	0	4	0	21
Yavatmal	21	0	7	1	0	0	0	0	180
Nanded	17	0	8	0	0	7	12	0	142
Hingoli	12	0	5	0	0	0	0	0	43
Parbhani	64	7	11	0	0	0	0	0	150
Jalna	43	0	6	4	0	2	4	0	109
Aurangabad	105	0	16	1	1	0	0	0	290
Nashik	27	0	2	0	0	1	0	1	262
Thane	52	0	1	0	0	0	0	1	267
Mumbai Sub.	16	0	3	0	0	0	0	3	303
Mumbai	11	0	1	0	0	0	0	0	95
Raigarh	7	0	1	0	0	1	0	0	197
Pune	4	0	5	1	0	0	0	2	120
Ahmadnagar	11	0	1	1	0	0	0	0	126
Bid	17	2	3	0	1	0	3	0	169
Latur	30	1	13	0	0	0	1	0	141
Osmanabad	10	0	0	3	0	0	0	1	60
Solapur	15	0	0	1	0	0	0	0	164
Satara	2	0	0	0	0	14	2	0	39
Ratnagiri	2	1	2	0	0	6	2	2	229
Sindhudurg	1	0	0	0	0	3	0	2	35
Kolhapur	2	0	1	0	0	0	0	2	93
Sangli	7	0	0	0	0	5	0	1	73
Total	638	11	132	19	2	43	46	18	4900

3.3 Management and types of schools

There is no specific regional pattern in of distribution of Urdu medium schools in the state by management and school types. All the boys, girls and coeducational schools are seem to be equally distributed across the management types (Table 3.3). Out of 1,615 Zilla Pariashad schools in the state, boys' and girls' only schools form 2.7% and 2.8%, respectively. While the same in the category of Municipality (MNC) managed schools are 4.2% and 2.1% respectively. The share of Girls' school is relatively higher in private managed and aided, and Nagar Palika managed schools. The shares of girls' schools under these two categories of managements in the state are 7.4% (boys' schools under this category 1.6%) and 8.2% (1.4%) respectively.

Table 3.3: Urdu mediums schools by management and type, 2013-14

Manament category	School type				School type			
	Boys	Girls	Coeducation	Total	Boys	Girls	Coeducation	Total
01. Department of Education	0	0	2	2	0.0	0.0	100.0	100.0
02. Zilla Parishad	43	45	1527	1615	2.7	2.8	94.6	100.0
03. MNC	28	14	627	669	4.2	2.1	93.7	100.0
04. Nagar Palika	4	23	252	279	1.4	8.2	90.3	100.0
05. Cantonment Board	0	0	5	5	0.0	0.0	100.0	100.0
06. Tribal Welfare	0	0	1	1	0.0	0.0	100.0	100.0
07. Social Welfare Aided	0	0	1	1	0.0	0.0	100.0	100.0
08. Pvt. Aided	22	101	1247	1370	1.6	7.4	91.0	100.0
09. Partially Aided	0	1	46	47	0.0	2.1	97.9	100.0
10. Social Welfare Unaided	0	0	2	2	0.0	0.0	100.0	100.0
11. Unaided	1	13	624	638	0.2	2.0	97.8	100.0
12. Pvt. Unaided	0	0	11	11	0.0	0.0	100.0	100.0
13. Permanent Unaided	0	4	128	132	0.0	3.0	97.0	100.0
14. Self-financed	0	0	19	19	0.0	0.0	100.0	100.0
15. Vedic/Sanskrit/Dharmic School	0	0	2	2	0.0	0.0	100.0	100.0
16. Madarsa recognized	0	0	43	43	0.0	0.0	100.0	100.0
17. Madarsa unrecognized	0	0	46	46	0.0	0.0	100.0	100.0
18. Un-Recognised	0	0	18	18	0.0	0.0	100.0	100.0
Total	98	201	4601	4900	2.0	4.1	93.9	100.0

Note: The data on type of schools has been classified on the basis of school names (indicating boys/girls schools). The data supplied by SSA Office, Maharashtra, Mumbai, had many missing codes on this variable.

The distribution of Boys' and Girls' specific schools across district is not uniform. Among the districts in the state, Jalgaon has maximum number of sex-segregated schools. The district has 26 Zilla Parishad managed boys' specific schools and 25 Girls' specific schools. Akola and Solapur have 12 each boys' specific schools while girls' specific schools in these two districts are 6 each. Private aided girls' schools in Mumbai, Thane, Aurangabad and Nashik range between 10-11, while boys' specific schools under this management category are very few: 6 in Mumbai, 4 in Aurangabad, 2 in thane, and 1 in Nashik. There are no other notable number of boys' and girls' specific schools in any of the districts under the given management categories.

Table 3.3: Distribution of boys' and girls' Urdu medium schools by type of management, 2013-14

Districts	School Management Type																		Total
	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	
Boys' school																			
Dhule		1	0	0				1			0								2
Jalgaon		26	0	1				0			0								27
Buldhana		2	0	0				0			0								2
Akola		1	12	0				1			0								14
Amravati		1	1	2				2			0								6
Nagpur		0	2	0				1			0								3
Yavatmal		0	0	1				0			0								1
Nanded		1	0	0				0			0								1
Aurangabad		0	0	0				4			0								4
Nashik		4	0	0				1			0								5
Thane		0	0	0				2			0								2
Mumbai Sub.		0	0	0				1			1								2
Mumbai		0	0	0				6			0								6
Raigarh		1	0	0				0			0								1
Pune		0	1	0				1			0								2
Ahmadnagar		2	0	0				0			0								2
Bid		2	0	0				2			0								4
Solapur		1	12	0				0			0								13
Sangli		1	0	0				0			0								1
Total		43	28	4				22			1								98
Girls' school																			
Nandurbar		1	0	0				3	0		0		0						4
Dhule		1	0	0				5	0		1		0						7
Jalgaon		25	0	3				6	0		1		0						35
Buldhana		3	0	7				2	0		1		0						13
Akola		5	6	1				4	0		2		0						18
Washim		0	0	0				1	0		0		0						1
Amravati		1	0	4				7	0		0		0						12
Nagpur		0	2	3				4	0		0		1						10
Yavatmal		1	0	5				2	0		1		0						9
Nanded		1	0	0				5	0		0		2						8
Aurangabad		0	0	0				11	0		1		0						12
Nashik		3	0	0				10	1		2		0						16
Thane		0	0	0				10	0		2		0						12
Mumbai Sub.		0	0	0				4	0		1		1						6
Mumbai		0	0	0				11	0		0		0						11
Pune		0	0	0				2	0		0		0						2
Ahmadnagar		0	0	0				1	0		0		0						1
Bid		2	0	0				4	0		0		0						6
Latur		0	0	0				4	0		1		0						5
Osmanabad		1	0	0				1	0		0		0						2
Solapur		1	6	0				2	0		0		0						9
Ratnagiri		0	0	0				1	0		0		0						1
Sangli		0	0	0				1	0		0		0						1
Total		45	14	23				101	1		13		4						201

Note: 1. The data on type of schools has been classified on the basis of school names (indicating boys/girls schools). The data supplied by SSA Office, Maharashtra, Mumbai, had many missing codes on this variable. 2. Code of management as given in Table 3.3

3.4 Establishment period of Urdu medium schools by type of management

There seems to be a definite pattern in distribution of schools in terms of type of schools that exists today and when they were established. Most of the schools established prior to 1950 are today managed by Zilla Parishad or Nagar Palika (Table 3.4). For instance, 55% to 70% of the total schools established prior to 1950 are today managed by the Zilla Parishads. Out of

the schools those established during 1960s and 1970s, Zilla Parishad today manages almost 40% of these schools. Nagar Palika today manages about 31% of the Urdu medium schools, those established prior to 1900, and about 13% of those schools which were established during 1901-1950. The share of privately managed but government aided Urdu medium schools is quite high in the schools those established during 1961 to 2000: this share was 27.4% in 1960s, rose to 30.4% in 1970s, 61.7% in 1980s, and had been 57.2% in 1990s. The share of private but aided schools has considerably declined during 2001-2014 as only 6.1% of the total established Urdu schools during this period are under this management category.

Table 3.4: Percentage distribution of establishment of Urdu medium schools by periods

Management type	Year of establishment								Total
	Up to 1900	1901 - 1950	1951 - 1960	1961 - 1970	1971 - 1980	1981 - 1990	1991 - 2000	2001 - 2014	
01. Department of Education	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
02. Zilla Parishad	54.5	65.1	69.3	39.7	40.3	18.4	15.4	18.5	33.0
03. MNC	12.8	14.0	11.1	26.6	20.5	12.5	7.2	12.9	13.7
04. Nagar Palika	30.8	13.1	4.7	6.1	6.9	4.3	1.4	1.8	5.7
05. Cantonment Board	0.0	0.4	0.0	0.0	0.0	0.0	0.2	0.0	0.1
06. Tribal Welfare	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0
07. Social Welfare Aided	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0
08. Pvt. Aided	1.3	7.2	14.5	27.4	30.4	61.7	57.2	6.1	28.0
09. Partially Aided	0.0	0.0	0.0	0.0	0.0	0.0	1.8	2.4	1.0
10. Social Welfare Unaided	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0
11. Unaided	0.0	0.0	0.0	0.0	0.5	1.2	12.3	41.4	13.0
12. Pvt. Unaided	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.9	0.2
13. Permanent Unaided	0.6	0.0	0.0	0.0	0.2	0.3	1.8	8.9	2.7
14. Self Finance	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.5	0.4
15. Vedic/Sanskrit/Dharmic School	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.0
16. Madarsa recognized	0.0	0.0	0.0	0.0	0.7	0.9	1.1	1.9	0.9
17. Madarsa unrecognized	0.0	0.0	0.3	0.0	0.5	0.6	1.0	2.4	0.9
18. Un-Recognised	0.0	0.0	0.0	0.2	0.0	0.0	0.3	1.1	0.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

India has embarked on massive liberalisation and privatisation of economic activities since 1991. This impact is also seen on the management of Urdu medium schools. Where prior to 1991, the share of (private) unaided Urdu medium schools was almost negligible, it rose to 12.3% in 1990s, and 41.4% during 2001-2014. Thus, every two out of 5 schools established during 2001-2014 has been in private unaided sector. The number of such schools established in the state during 2001-2014 has been more than 500. In fact, if one combines the SSA devised categories of management like Unaided, Pvt Unaided, and Self-Financed, the number of these schools established during 2001-2014 reaches to 544 (Table 3.5). Also, all the 19 self-financed school were established during this period. During this period the share of MNC and Nagar Palika managed schools has been 18.5% and 12.9%, respectively. Whereas deteriorating standard of public schools requires community and private participation, it does not mean that the basic responsibility like education and that to one of the most deprived communities in the state can be left to the private sector. They will start fleecing the individuals and will extract large sum of their earning for providing basic education and there is no guarantee that it will be of better quality. In fact, the state need to involve more local communities, philanthropic and corporate groups in management of Urdu schools rather than withdraw from the responsibilities. Participation of Azam Campus in Pune in providing

computer education in Urdu medium schools managed by Municipal Corporation of Pune is one such example of public-private partnership in making the Urdu medium schools meaningful to the people.

Table 3.5: Establishment of Urdu medium schools by periods

Management type	Year of establishment								Total
	Upto 1900	1901 - 1950	1951 - 1960	1961 - 1970	1971 - 1980	1981 - 1990	1991 - 2000	2001 - 2014	
01. Department of Education	0	2	0	0	0	0	0	0	2
02. Zilla Parishad	85	488	205	164	175	125	143	230	1615
03. MNC	20	105	33	110	89	85	67	160	669
04. Nagar Palika	48	98	14	25	30	29	13	22	279
05. Cantonment Board	0	3	0	0	0	0	2	0	5
06. Tribal Welfare	0	0	0	0	0	1	0	0	1
07. Social Welfare Aided	0	0	0	0	0	0	1	0	1
08. Pvt. Aided	2	54	43	113	132	419	531	76	1370
09. Partially Aided	0	0	0	0	0	0	17	30	47
10. Social Welfare Unaided	0	0	0	0	0	0	0	2	2
11. Unaided	0	0	0	0	2	8	114	514	638
12. Pvt. Unaided	0	0	0	0	0	0	0	11	11
13. Permanent Unaided	1	0	0	0	1	2	17	111	132
14. Self-Finance	0	0	0	0	0	0	0	19	19
15. Vedic/Sanskrit/Dharmic School	0	0	0	0	0	0	1	1	2
16. Madarsa recognized	0	0	0	0	3	6	10	23	42
17. Madarsa unrecognized	0	0	1	0	2	4	9	30	46
18. Un-Recognised	0	0	0	1	0	0	3	14	18
Total	156	750	296	413	434	679	928	1243	4899

3.5 Summing up

Most of the Urdu medium schools in the state are public managed. However, in recent years there has been massive increase in the share of schools managed by private sector and most of these schools are unaided. We find that older schools, those established prior to 1960s, in the state are largely managed by Zilla Parishad, municipalities or Nagar Palikas. Most of the Urdu medium schools established during 1961 to 1990 are under the management category of private aided schools while after 2001 we have a large share of schools under private unaided management category. We do not find any definite regional pattern in distribution of type of schools (Boys' or Girls') and management category in the state. The rise of private unaided schools are cause of concern as where the demand for quality education by poorer section of the society is rising, the state is withdrawing from it. There should be an attempt to provide quality education in public managed schools through private-public partnership and with lower cost rather than extract massive cost from poorer section of the society which many private schools are engaged in today. We must understand that quality of education is linked to the possibility of brighter future and out of poverty living, and the poorer section needs this kind of education the most at the lower cost.

Chapter 4

Enrolment and Transition Rate of Students

4.1 Introduction

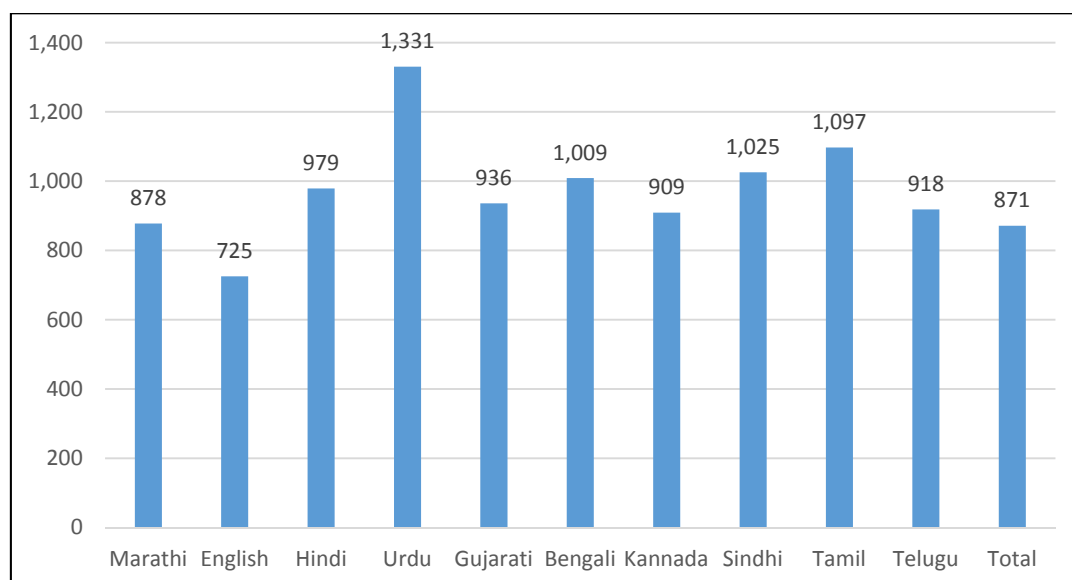
In India, somehow Muslims have come to be associated with Urdu. There is also a belief in Muslim masses that Urdu is essential for communication of religion related matters and understand the same. Many even do not discard Urdu newspapers in garbage but burn or properly bury it. However, the socio-economic decline of the Muslim community over the past three centuries has also led to the decline of Urdu language. The political opponents and rivals often assumed that Urdu is language of Muslims, rather than of Indians, and along with Muslims they often side-lined the language. However, the story of decline of Urdu is not only rival led but one also need to understand that the time has also changed. English has become lingua franca at the global level while at the national level it is Hindi. Government has also played its role in the decline of Urdu. The Language could not find any appropriate place in employment and business. It has remained for the last 68 years or so in the post-Independence era as a language of Bollywood movies (which is also on decline) or language of old fashioned romantic poets' surviving in a few pockets of the country. Given the association of language with Muslim culture in the past and written religious discourse, the language remains dear to the Muslim masses across the country, more so in northern and Deccan regions of the country. Constitution also emphasises that State shall strive to provide education to children in their mother tongue, as such many state have encouraged the establishment and growth of Urdu medium schools, and Maharashtra is one them. In this Chapter an attempt has been made to find out the proportion of students in the state enrolled in Urdu medium schools, their transition rate, and what is the share of Muslims in Urdu medium schools.

4.2 Enrolment of students in schools by medium of instruction

In 2013-14, about 22 million students were enrolled in various schools offering education from 1st to 12th standard in the state (Table 4.1). Out of these students 71.5% were enrolled in Marathi medium schools, followed by 18.8% in English medium schools. The share of students in Urdu medium schools was 5.9%, that is Urdu medium schools ranked 3rd in terms of the number of students enrolled in schools in Maharashtra. Given the patriarchal system of social practice in India, the male members of the family get undue advantage over female members. Also as male are considered the bread winners of the families, the male children are offered best possible education which their families can afford. The female members often are send to the schools which offer traditional education for reinforcing the traditional

values among them for honour of the family and community and they are expected to transfer the same to their children for continuation of the same. Given that Urdu medium schools offer no employment advantage and are also offered without much cost from state and community run educational institutions, they are the preferred choice for female students by their families. While male students in many families, depending on the economic status, have possibility of going to English or Marathi medium schools. However, firstly, it is also a fact that a large proportion of the Muslims in the state are living in poverty and penury and that is why they are more dependent on the state and community run schools. Secondly, loosening out patriarchal holds and realisation by the Muslim community of importance of education in recent years has provided more scope to girls for their higher education and moving to other medium of education. But still the situation has substantially not changed. Given these factors, we find that the share of girls in total Urdu medium schools is higher than the boys. Where only 4.7% of the total boys attend Urdu medium schools in the state, 5.9% of the girls are enrolled in these schools. We have imbalanced sex ratio in the state and therefore do not expect that equal number of boys and girls will attend the schools of any medium of education. However, we find that in Urdu medium schools the girls number is 1331 per thousand of boys, while in Bengali, Sindhi and Tamil medium schools it ranges between 1000 to 1097 girls per thousand boys (Figure 4.1). The highest number of girls per thousand boys in Urdu medium schools shows that these schools are mostly used by girls and as stated boys often, if income permits, study in English or Marathi medium schools. This is why we find that the number of girls per thousand boys is the lowest in English medium schools in the state.

Figure 4.1: Girls per thousands of students in respective medium of schools in Maharashtra, 2013-14.



Total 4.1: Number of students enrolled in all schools in Maharashtra, 2013-14

Medium of instruction	No. of students			Percentage of students		
	Total boys	Total girls	Total	Total boys	Total girls	Total
01 Marathi	84,08,501	73,80,530	1,57,89,031	71.3	71.8	71.5
02 English	24,09,882	17,47,766	41,57,648	20.4	17.0	18.8
03 Hindi	3,35,242	3,28,118	6,63,360	2.8	3.2	3.0
04 Urdu	5,57,655	7,41,974	12,99,629	4.7	7.2	5.9
05 Gujarati	46,781	43,789	90,570	0.4	0.4	0.4
06 Bengali	3,143	3,171	6,314	0.0	0.0	0.0
07 Kannada	22,021	20,018	42,039	0.2	0.2	0.2
08 Sindhi	3,102	3,181	6,283	0.0	0.0	0.0
09 Tamil	3,609	3,960	7,569	0.0	0.0	0.0
10 Telugu	3,934	3,613	7,547	0.0	0.0	0.0
Total	1,17,93,870	1,02,76,120	2,20,69,990	100.0	100.0	100.0

Given that Urdu remains unconnected with major employment sources in the state or at the national level, the number of students is expected to decline with rising standard in the medium as the students will try to shift to schools offering education in other mediums to enhance the likelihood of their employment. Further, Muslims are largely connected to Urdu schools in the state and their precarious economic situation at the mass level often leads to drop out, more specifically of boys for employment than girls, of students from the schools. Among others, this is also important factors in higher number of girls in Urdu medium schools in comparison to boys in the state. The share of boys in total students in the state in Urdu medium schools at the Primary level ranges between 5.2% and 5.7%, while for the girls it is between 7.8% and 8.2% (Table 4.2). At the middle level of education (standard 6-8) the share of boys in Urdu medium schools ranges between 4.4% and 5.2% and for girls at that level it is between 7.0% and 7.8%. The share of boys declines further at SSC level (4.4% in 9th standard and 3.8% in 10th standard) while for girls it remains relatively higher (6.9% at 9th standard and 6.4% at the 10th standard). There is further decline of the share of students in Urdu medium schools at the HSC level: 2.3% and 2.1% for boys at 11th and 12th level, respectively, while the same for the girls are 3.9% and 3.8% respectively. This shows that transition rate of students in Urdu medium schools is quite low, which we will discuss in the next section, and more specifically for boys. Some of the students also leave Urdu medium of education due to non-availability of schools at SSC and HSC levels besides the employment factor mentioned above. This is why the share of students in Marathi medium schools rises with rise in standard (for boys in improves from 63.1% at class 1 level to 76.5% at 12th level, while for girls it rises from 65.6% at 1st standard to 73.4% at 12th level) while it declines for Urdu medium schools. It is also a fact that not only from Urdu, but also students from other medium of education shift to Marathi medium schools in the state due to non-availability of schools in those medium at the higher levels. This rise and decline in the share of students by level of education and medium of instruction is also shown in Table 4.3.

Table 4.2: Percentage distribution of Boys and girls in schools by medium of instruction, 2013-14

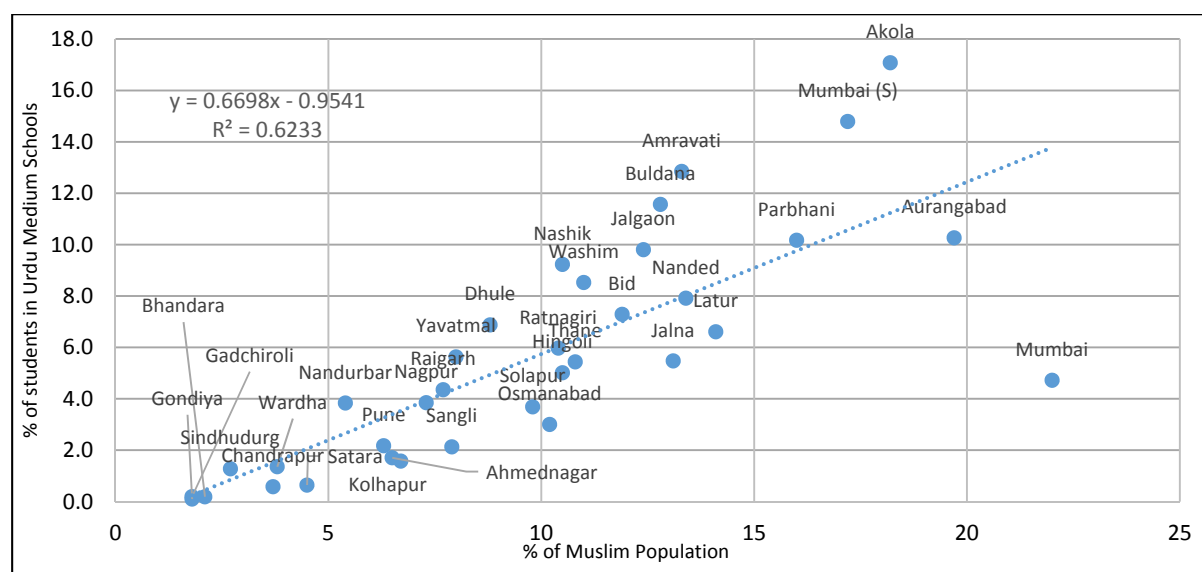
Medium of school	Class 1 boys	Class 1 girls	Class 2 boys	Class 2 girls	Class 3 boys	Class 3 girls	Class 4 boys	Class 4 girls	Class 5 boys	Class 5 girls	Class 6 boys	Class 6 girls	Class 7 boys	Class 7 girls	Class 8 boys	Class 8 girls	Class 9 boys	Class 9 girls	Class 10 boys	Class 10 girls	Class 11 boys	Class 11 girls	Class 12 boys	Class 12 girls
Marathi	63.1	65.6	64.3	66.5	65.5	67.7	67.3	69.2	71.4	72.6	73.2	73.8	74.4	74.7	75.6	75.7	76.2	75.9	77.8	76.5	75.4	73.4	76.5	73.4
English	29.1	23.6	27.3	22.0	25.5	20.3	23.6	18.7	19.5	15.4	17.7	14.1	16.5	13.2	16.0	13.1	15.0	12.6	14.4	12.7	19.5	19.3	18.7	19.4
Hindi	2.2	2.6	2.5	3.0	2.8	3.3	2.9	3.3	3.0	3.3	3.2	3.4	3.3	3.5	3.2	3.4	3.5	3.6	3.2	3.5	1.8	2.4	1.7	2.4
Urdu	5.2	7.8	5.5	8.0	5.7	8.2	5.6	8.2	5.3	7.9	5.2	7.8	5.0	7.7	4.4	7.0	4.4	6.9	3.8	6.4	2.3	3.9	2.1	3.8
Gujarati	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.3	0.4	0.4	0.4	0.4	0.5	0.5	0.5	0.6	0.6	0.6	0.6	0.8	0.8	0.8	0.8
Bengali	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Kannada	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.2	0.2
Sindhi	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.0	0.1	0.0	0.1
Tamil	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Telugu	0.0	0.0	0.1	0.0	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No. of students in Urdu Schools	56384	74032	58092	76016	60347	78067	60981	79048	58401	76662	55895	73991	54398	71716	46117	62483	45869	60079	33359	47064	15038	22545	12774	20271

Table 4.3: Number and share of students by medium of instruction and level of education, 2013-14

Medium of Instruction	Primary	Middle	Senior Secondary	Higher Secondary	Total	Primary	Middle	Senior Secondary	Higher Secondary	Total
01 Marathi	68,55,388	44,49,817	27,04,632	17,79,194	1,57,89,031	67.3	74.5	76.6	74.7	71.5
02 English	23,04,309	9,08,522	4,87,582	4,57,235	41,57,648	22.6	15.2	13.8	19.2	18.8
03 Hindi	2,94,028	1,98,706	1,22,026	48,600	6,63,360	2.9	3.3	3.5	2.0	3.0
04 Urdu	6,78,030	3,64,600	1,86,371	70,628	12,99,629	6.7	6.1	5.3	3.0	5.9
05 Gujarati	22,529	27,326	21,512	19,203	90,570	0.2	0.5	0.6	0.8	0.4
06 Bengali	4,313	1,884	74	43	6,314	0.0	0.0	0.0	0.0	0.0
07 Kannada	19,733	12,277	5,758	4,271	42,039	0.2	0.2	0.2	0.2	0.2
08 Sindhi	1,160	2,221	1,728	1,174	6,283	0.0	0.0	0.0	0.0	0.0
09 Tamil	4,941	2,520	108	0	7,569	0.0	0.0	0.0	0.0	0.0
10 Telugu	4,378	2,109	1,060	0	7,547	0.0	0.0	0.0	0.0	0.0
Total	1,01,88,809	59,69,982	35,30,851	23,80,348	2,20,69,990	100.0	100.0	100.0	100.0	100.0

There is considerable district-wise variation in enrolment of students in different medium of schools in Maharashtra. As expected, the share of total enrolment of students in Urdu medium schools varies with the share of Muslim population in districts. Figure 4.2 shows this relationship by scatter diagram between share (%) of Muslim population in 2001 and share of students enrolled in Urdu medium schools in the state. What is interesting to note that share of students going to Urdu medium schools in quite low in Mumbai in comparison to share of Muslim population in the district. This shows that Muslims in the district (metropolis) prefer non-Urdu schools for their children. Other districts, besides Aurangabad, Osmanabad, and Latur, Jalna, with lower share of students in Urdu medium schools than the share Muslims population are largely located in Western Maharashtra (see Figure 4.3 through 4.5). The regression equation between the share of students in Urdu medium schools and share of Muslims population shows that with 1% rise in Muslim population in a district on an average the share of students in Urdu medium schools will rise by 0.67%.

Figure 4.2: Relationship between share (%) of Muslim population and share (%) of students in Urdu medium schools in districts of Maharashtra.



Note: share of Muslim population in the district is based on the data from Census of India 2001.

Figure 4.3: Percentage of male student in Urdu medium schools to the total students in the respective districts, 2013-14

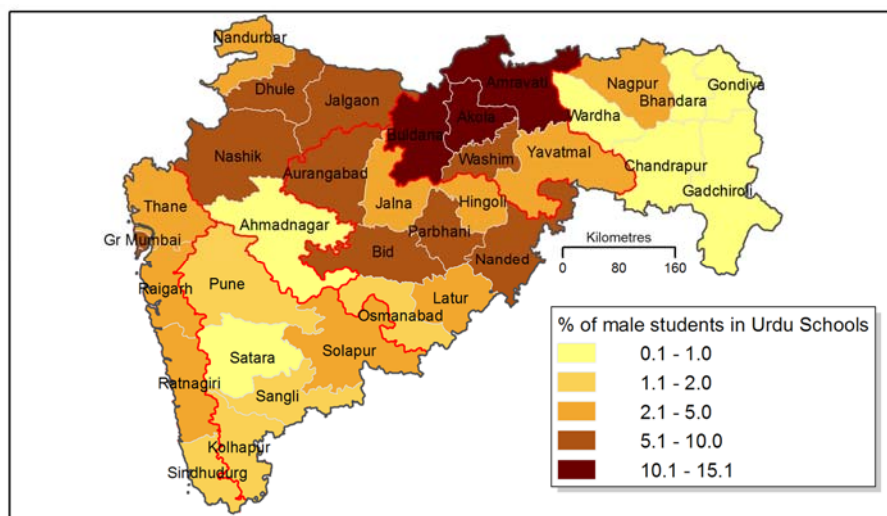


Figure 4.4: Percentage of female student in Urdu medium schools to the total students in the respective districts, 2013-14

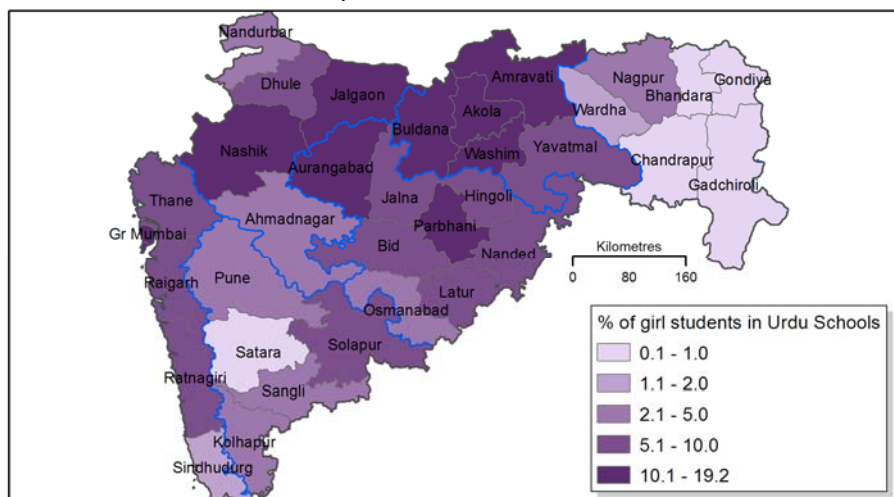
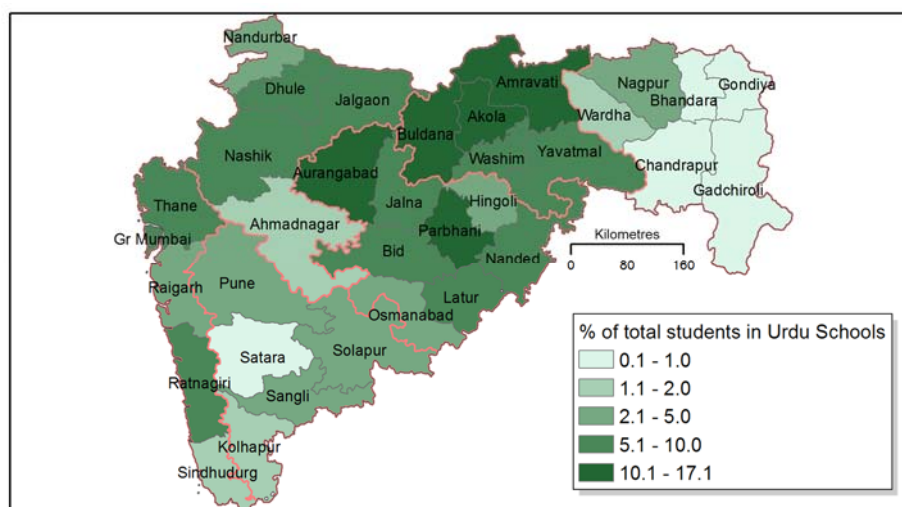


Figure 4.5: Percentage of total student in Urdu medium schools to the total students in the respective districts, 2013-14



The share of male students in Urdu medium schools, as mentioned above, is also quite varied in districts of the state. As shown in Table 4.4, The highest share at Primary level is in Akola (17.6% of the total male students in the state) followed by Amravati (13.3%) and Buldhana (11.4%), while at the Middle level it is in Mumbai Suburban (24.5% of the total students in the district) followed by Akola (15.3%) and Amravati (11.5%). There is possibility of overlaps of category of district of schools located in Mumbai and Mumbai Suburban, as mentioned in earlier chapters, and that may be leading to very higher proportion of male student in schools in Mumbai Suburban in comparison to Mumbai city district. However, it is also a fact that retention rate of students enrolled in schools in Mumbai may be higher than those in other schools and as the number of students declines with rise in standard or class, the share of male students in Mumbai suburban also rises.

Table 4.4: Percentage of students in Urdu medium schools to the total students, 2013-14

Districts	Boys					Girls					Total				
	Prim.	Middle	SSC	HSC	Total	Prim.	Middle	SSC	HSC	Total	Prim.	Middle	SSC	HSC	Total
Nandurbar	3.0	3.5	3.6	3.2	3.3	4.2	4.9	5.1	4.0	4.5	3.6	4.2	4.3	3.6	3.8
Dhule	6.1	6.1	5.4	2.5	5.6	8.6	9.2	8.5	4.9	8.4	7.3	7.5	6.7	3.5	6.9
Jalgaon	9.1	8.9	7.5	5.2	8.4	12.5	12.1	10.3	6.2	11.5	10.6	10.4	8.7	5.6	9.8
Buldhana	11.4	10.0	8.0	7.4	10.1	15.3	13.1	10.7	9.3	13.4	13.2	11.4	9.2	8.2	11.6
Akola	17.6	15.3	12.1	10.0	15.1	22.2	19.7	15.6	12.6	19.2	19.8	17.4	13.7	11.3	17.1
Washim	8.3	7.2	6.1	4.3	7.1	11.4	9.9	9.2	6.5	10.1	9.7	8.5	7.5	5.3	8.5
Amravati	13.3	11.5	9.3	6.7	11.4	16.1	14.7	12.9	9.8	14.4	14.7	13.0	11.0	8.4	12.8
Wardha	1.1	1.1	0.9	0.7	1.0	1.9	1.7	1.5	1.5	1.7	1.5	1.4	1.2	1.1	1.4
Nagpur	3.3	3.4	3.0	2.6	3.2	4.6	4.9	4.5	4.0	4.6	3.9	4.1	3.7	3.3	3.9
Bhandara	0.1	0.1	0.1	0.0	0.1	0.2	0.2	0.3	0.4	0.3	0.2	0.2	0.2	0.2	0.2
Gondia	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.1	0.0	0.1
Gadchiroli	0.1	0.1	0.2	0.1	0.1	0.3	0.2	0.2	0.4	0.3	0.2	0.2	0.2	0.2	0.2
Chandrapur	0.6	0.3	0.3	0.3	0.4	0.9	0.6	0.6	0.5	0.7	0.8	0.5	0.4	0.4	0.6
Yavatmal	5.1	4.4	3.9	3.0	4.5	7.4	7.0	6.4	5.0	6.9	6.2	5.6	5.1	4.0	5.6
Nanded	7.3	6.0	5.2	3.1	6.3	10.1	9.6	9.5	7.5	9.7	8.7	7.7	7.2	5.0	7.9
Hingoli	4.4	3.5	3.1	1.2	3.7	7.0	6.2	6.4	4.6	6.6	5.6	4.8	4.6	2.6	5.0
Parbhani	10.5	6.1	5.7	3.4	7.9	14.5	11.3	12.6	7.5	12.8	12.4	8.5	8.7	5.0	10.2
Jalna	4.9	3.8	4.7	2.5	4.3	7.3	6.2	7.4	4.7	6.8	6.0	4.9	5.9	3.4	5.5
Aurangabad	9.2	8.1	7.3	2.2	7.9	14.4	13.4	13.1	4.7	13.1	11.7	10.6	9.9	3.2	10.3
Nashik	9.3	8.4	6.6	4.4	8.2	11.2	10.9	9.5	6.9	10.5	10.2	9.5	7.9	5.6	9.2
Thane	4.5	4.9	4.4	2.6	4.4	6.5	7.2	6.9	4.4	6.6	5.4	6.0	5.5	3.4	5.4
Mumbai Sb.	10.6	24.5	22.0	--	12.6	14.9	28.7	28.4	--	17.1	12.6	26.6	25.1	--	14.8
Mumbai	1.9	4.0	5.3	1.1	3.3	4.2	8.0	9.3	2.1	6.3	3.0	5.8	7.2	1.6	4.7
Raigarh	3.3	3.8	4.0	4.5	3.7	4.9	5.1	5.0	5.6	5.1	4.1	4.4	4.5	5.1	4.4
Pune	1.4	1.8	1.4	0.4	1.4	3.0	3.3	3.0	3.0	3.1	2.2	2.4	2.1	1.7	2.2
Ahmadnagar	1.3	1.0	0.8	0.3	1.0	3.1	2.5	2.2	0.7	2.5	2.1	1.7	1.4	0.5	1.7
Bid	7.2	5.2	3.9	1.7	5.5	11.1	9.1	7.3	5.4	9.4	9.0	7.0	5.4	3.2	7.3
Latur	5.0	3.7	2.8	0.9	3.8	11.6	9.8	8.5	4.9	10.0	8.1	6.4	5.3	2.6	6.6
Osmanabad	2.2	1.7	1.5	0.7	1.8	5.2	4.3	3.8	1.7	4.4	3.6	2.9	2.6	1.1	3.0
Solapur	2.8	2.5	2.3	1.3	2.5	5.6	5.0	4.8	3.3	5.1	4.1	3.7	3.4	2.2	3.7
Satara	0.8	0.6	0.2	0.0	0.5	1.1	0.8	0.6	0.0	0.8	0.9	0.7	0.4	0.0	0.6
Ratnagiri	5.1	5.1	4.8	3.8	4.9	7.9	7.5	6.4	5.1	7.2	6.5	6.2	5.6	4.4	6.0
Sindhudurg	1.7	1.2	1.3	0.0	1.2	1.7	1.5	1.5	0.0	1.3	1.7	1.4	1.4	0.0	1.3
Kolhapur	1.4	1.1	0.8	0.6	1.1	2.6	2.2	1.6	1.1	2.2	2.0	1.6	1.2	0.9	1.6
Sangli	1.5	1.7	1.8	0.5	1.5	3.4	2.8	2.9	1.4	2.9	2.4	2.2	2.3	0.9	2.1
Total	5.5	4.9	4.1	2.2	4.7	8.0	7.5	6.7	3.9	7.2	6.7	6.1	5.3	3.0	5.9

Among districts in the state, the highest share of male students at Primary level is again in Mumbai Suburban (22.0%) followed by Akola (12.1%), while at the HSC level it is in Amravati (10.0%) followed by Buldhana (7.4%). Interestingly, at HSC level there is no data available for Mumbai Suburban. Overall, in terms of male students' share in Urdu medium schools to the total male students in all medium of schools in the district, Akola leads with 15.1, and is followed by Mumbai Suburban (12.6%) and Buldhana (10.1%). There is almost similar pattern of distribution of share of girls students among districts of the state. Akola leads at Primary and HSC levels while Mumbai Suburban at Middle and SSC Levels. Overall Akola shows highest share (19.2%) of girl student in Urdu medium schools, followed by Mumbai Suburban (17.1%). What is important to note is the fact that in none of the districts of the state the share of girl students in Urdu Schools to the total student in the districts is lower than the share of boys. And this pattern of distribution of students in the districts of the state is again replicated at total number of students in Urdu Schools to the total students in the state.

In terms of absolute number of male students in Urdu medium schools, Mumbai Suburban (total male students 58,824), Nashil (54,342) and Thane (50,372) lead (Table 4.5). All these three districts have number of girl students enrolled in Urdu medium schools than boys like almost all other districts in the state. This pattern of distribution of students among the district is largely replicated at the aggregate level of students as level.

Table 4.5: No. of students enrolled in Urdu medium schools by sex, class and districts, 2013-14

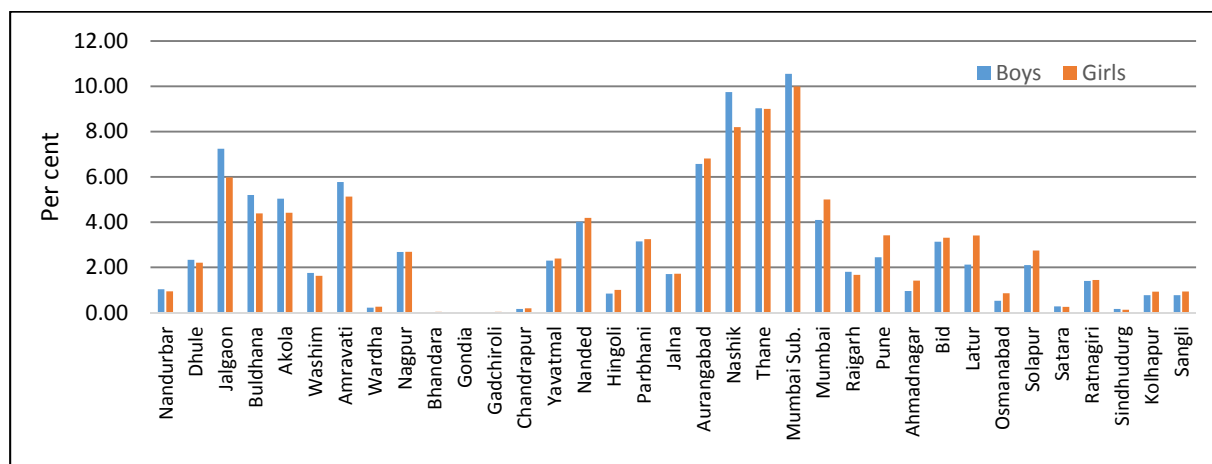
Districts	Boys					Girls					Total				
	Primary	Middle	SSC	HSC	Total	Primary	Middle	SSC	HSC	Total	Primary	Middle	SSC	HSC	Total
Nandurbar	2802	1596	867	504	5769	3508	1951	1038	485	6982	6310	3547	1905	989	12751
Dhule	6793	3751	1902	588	13034	8474	4676	2335	906	16391	15267	8427	4237	1494	29425
Jalgaon	20589	11778	5796	2234	40397	23297	12916	5967	2143	44323	43886	24694	11763	4377	84720
Buldhana	14910	8091	3853	2149	29003	17164	9009	4192	2174	32539	32074	17100	8045	4323	61542
Akola	14038	7997	3943	2096	28074	16116	9531	4560	2540	32747	30154	17528	8503	4636	60821
Washim	4933	2772	1425	654	9784	6084	3416	1798	758	12056	11017	6188	3223	1412	21840
Amravati	16331	9133	4754	1950	32168	18178	10665	6077	3146	38066	34509	19798	10831	5096	70234
Wardha	555	382	205	103	1245	864	512	308	255	1939	1419	894	513	358	3184
Nagpur	6703	4295	2479	1460	14937	8626	5494	3425	2430	19975	15329	9789	5904	3890	34912
Bhandara	67	41	32	7	147	103	71	54	63	291	170	112	86	70	438
Gondia	78	37	22	0	137	73	38	16	0	127	151	75	38	0	264
Gadchiroli	62	27	34	7	130	129	65	41	53	288	191	92	75	60	418
Chandrapur	569	196	103	67	935	784	336	203	134	1457	1353	532	306	201	2392
Yavatmal	6602	3596	1818	796	12812	8808	5095	2598	1231	17732	15410	8691	4416	2027	30544
Nanded	13170	5656	2598	970	22394	16719	8550	4020	1761	31050	29889	14206	6618	2731	53444
Hingoli	2817	1218	540	147	4722	4142	2036	923	367	7468	6959	3254	1463	514	12190
Parbhani	11319	3637	1831	757	17544	14052	5832	3130	1094	24108	25371	9469	4961	1851	41652
Jalna	5324	2222	1439	529	9514	7110	3290	1738	634	12772	12434	5512	3177	1163	22286
Aurangabad	20406	10031	5107	1078	36622	27709	14130	7048	1643	50530	48115	24161	12155	2721	87152
Nashik	29588	15129	6834	2796	54347	31871	16920	8240	3814	60845	61459	32049	15074	6610	115192
Thane	25210	15237	7625	2300	50372	33221	19483	10446	3628	66778	58431	34720	18071	5928	117150
Mumbai Sub.	41613	14021	3190	0	58824	53913	16328	3920	0	74161	95526	30349	7110	0	132985
Mumbai	2082	9756	9339	1657	22834	3939	16245	13946	2987	37117	6021	26001	23285	4644	59951
Raigarh	4093	2786	1880	1293	10052	5524	3250	2061	1536	12371	9617	6036	3941	2829	22423
Pune	6363	4619	2211	447	13640	11687	7141	3831	2697	25356	18050	11760	6042	3144	38996
Ahmadnagar	2984	1475	696	192	5347	5837	2864	1477	343	10521	8821	4339	2173	535	15868
Bid	10730	4231	1845	667	17473	14061	6469	2667	1386	24583	24791	10700	4512	2053	42056
Latur	7044	3099	1370	314	11827	14189	6748	3106	1274	25317	21233	9847	4476	1588	37144
Osmanabad	1652	766	402	112	2932	3527	1761	833	236	6357	5179	2527	1235	348	9289
Solapur	6003	3277	1803	655	11738	10622	5582	2896	1255	20355	16625	8859	4699	1910	32093
Satara	974	469	119	0	1562	1149	528	237	0	1914	2123	997	356	0	3476
Ratnagiri	3177	2324	1493	815	7809	4708	3238	1784	962	10692	7885	5562	3277	1777	18501
Sindhudurg	481	258	196	0	935	446	291	196	0	933	927	549	392	0	1868
Kolhapur	2283	1156	567	284	4290	3659	1871	893	453	6876	5942	3027	1460	737	11166
Sangli	1860	1351	910	184	4305	3532	1858	1139	428	6957	5392	3209	2049	612	11262
Total	294205	156410	79228	27812	557655	383825	208190	107143	42816	741974	678030	364600	186371	70628	1299629

Given that Mumbai suburban has the highest share of Muslims in the state, the share of students (to the total students in these schools in the state) enrolled in Urdu Medium Schools is also the highest (Table 4.6). Mumbai suburban, Thane and Nashik districts account for 10.23%, 9.01% and 8.86%, respectively, of the total students in Urdu medium schools in the state. In fact, there is significant regional pattern in distribution of students in Urdu medium schools as shown in Figure 4.6. Mumbai, Mumbai Suburban, Thane and Nashik and Aurangabad form a spatial cluster of high share of students in Urdu medium schools, while Jalgaon, Akolka Washim, and Amravati form another cluster of higher share of students in these schools. This patterning of distribution largely coincide with distribution of Muslim population in the state.

Table 4.6: Number and share (%) of students in Urdu medium schools across districts in Maharashtra, 2013-14.

Districts	Number of students			% of the total students in Urdu Medium Schools		
	Boys	Girls	Total	Boys	Girls	Total
Nandurbar	5769	6982	12751	1.03	0.94	0.98
Dhule	13034	16391	29425	2.34	2.21	2.26
Jalgaon	40397	44323	84720	7.24	5.97	6.52
Buldhana	29003	32539	61542	5.20	4.39	4.74
Akola	28074	32747	60821	5.03	4.41	4.68
Washim	9784	12056	21840	1.75	1.62	1.68
Amravati	32168	38066	70234	5.77	5.13	5.40
Wardha	1245	1939	3184	0.22	0.26	0.24
Nagpur	14937	19975	34912	2.68	2.69	2.69
Bhandara	147	291	438	0.03	0.04	0.03
Gondia	137	127	264	0.02	0.02	0.02
Gadchiroli	130	288	418	0.02	0.04	0.03
Chandrapur	935	1457	2392	0.17	0.20	0.18
Yavatmal	12812	17732	30544	2.30	2.39	2.35
Nanded	22394	31050	53444	4.02	4.18	4.11
Hingoli	4722	7468	12190	0.85	1.01	0.94
Parbhani	17544	24108	41652	3.15	3.25	3.20
Jalna	9514	12772	22286	1.71	1.72	1.71
Aurangabad	36622	50530	87152	6.57	6.81	6.71
Nashik	54347	60845	115192	9.75	8.20	8.86
Thane	50372	66778	117150	9.03	9.00	9.01
Mumbai Sub.	58824	74161	132985	10.55	10.00	10.23
Mumbai	22834	37117	59951	4.09	5.00	4.61
Raigarh	10052	12371	22423	1.80	1.67	1.73
Pune	13640	25356	38996	2.45	3.42	3.00
Ahmadnagar	5347	10521	15868	0.96	1.42	1.22
Bid	17473	24583	42056	3.13	3.31	3.24
Latur	11827	25317	37144	2.12	3.41	2.86
Osmanabad	2932	6357	9289	0.53	0.86	0.71
Solapur	11738	20355	32093	2.10	2.74	2.47
Satara	1562	1914	3476	0.28	0.26	0.27
Ratnagiri	7809	10692	18501	1.40	1.44	1.42
Sindhudurg	935	933	1868	0.17	0.13	0.14
Kolhapur	4290	6876	11166	0.77	0.93	0.86
Sangli	4305	6957	11262	0.77	0.94	0.87
Total	557655	741974	1299629	100.00	100.00	100.00

Figure 4.6: Share (%) of districts in total students in Urdu medium schools in Maharashtra, 2013-14.



4.3 Transition rate of students

Transition rate refers to the proportion of students in a class/standard getting transferred to higher level of class/standard. Table 4.7 shows the transition rate of students in different medium of instructions in the state. Among the four mediums of instruction, Marathi, English, Urdu and Hindi, which collectively account for more than 99% of the total students enrolled in the state, students in Marathi medium of schools have the most consistent pattern of transition from primary to HSC level. The total transition rate (%) in Marathi medium schools in the state from Primary level to Middle is 64.9%, it is 60.8% from Middle to SSC level, and 65.8% from SSC to HSC Level. While in English medium it consistently improves with rise in level of grade. The transition rate in English medium schools is only 39.8% from Primary to Middle level, it rises to 52.9% from Middle to SSC level, and further increases to 86.0% from SSC to HSC level (Figures 4.7 through 4.9). It is not that the number of students in English medium schools increases with rise in grade but the rise in the transition rate is mainly due to higher retention rate in English medium schools at higher levels. There are many schools which offer English medium education at the Primary and Middle levels but non-availability of schools in English Medium of Education leads to the shift of students from English medium mainly to Marathi medium at these levels. The higher retention rate in English medium schools at the higher level is also due to the fact that those who have better income send their children to these schools and thus have economic ability to retain the students in the schools. This does not apply mostly to the Muslims, who are deprived lots in the state and mostly send their children to Urdu medium schools. Thus, as can be expected, Urdu medium schools have the lowest retention rate from Middle to HSC levels of education in the state. It

is also a fact that due to non-availability of schools in Urdu medium schools at higher levels and also for increasing their employability through education in Marathi medium schools, a section of students moves out from Urdu medium schools to Marathi medium schools at the higher level. But there is also considerable drop out of students from Muslim community due to various reasons including those of lack of economic ability to support education and lower expectation of government and private sector jobs or economic return from education.

Table 4.7: Transition rate of students by medium of Instruction, 2013-14

Medium of Instruction	Boys			Girls			Total		
	Primary to Middle	Middle to SSC	SSC to HSC	Primary to Middle	Middle to SSC	SSC to HSC	Primary to Middle	Middle to SSC	SSC to HSC
01 Marathi	66.5	62.2	65.5	63.2	59.2	66.1	64.9	60.8	65.8
02 English	39.8	52.9	86.0	39.0	54.7	104.5	39.4	53.7	93.8
03 Hindi	70.9	62.6	34.6	64.4	60.1	45.7	67.6	61.4	39.8
04 Urdu	53.2	50.7	35.1	54.2	51.5	40.0	53.8	51.1	37.9
05 Gujarati	133.7	79.9	90.8	110.1	77.5	87.5	121.3	78.7	89.3
06 Bengali	43.6	3.3	41.9	43.8	4.6	69.8	43.7	3.9	58.1
07 Kannada	65.0	49.9	83.5	59.4	43.7	62.7	62.2	46.9	74.2
08 Sindhi	188.7	71.3	36.3	195.0	86.0	101.1	191.5	77.8	67.9
09 Tamil	51.7	5.2	0.0	50.3	3.4	0.0	51.0	4.3	0.0
10 Telugu	37.6	48.6	0.0	62.6	51.6	0.0	48.2	50.3	0.0
Total	59.3	60.1	66.4	57.8	58.1	68.6	58.6	59.1	67.4

Note: Transition rate is calculated as (Total Students in the higher level / total student in the immediate lower level) x 100. This gives percentage of the students who are moving to the next level. However, there is also possibility that student may change the medium of school and that may not be captured by the transition rate in that particular medium of instruction.

Figure 4.7: Transition rate (%) of students by medium of instruction of schools, 2013-14

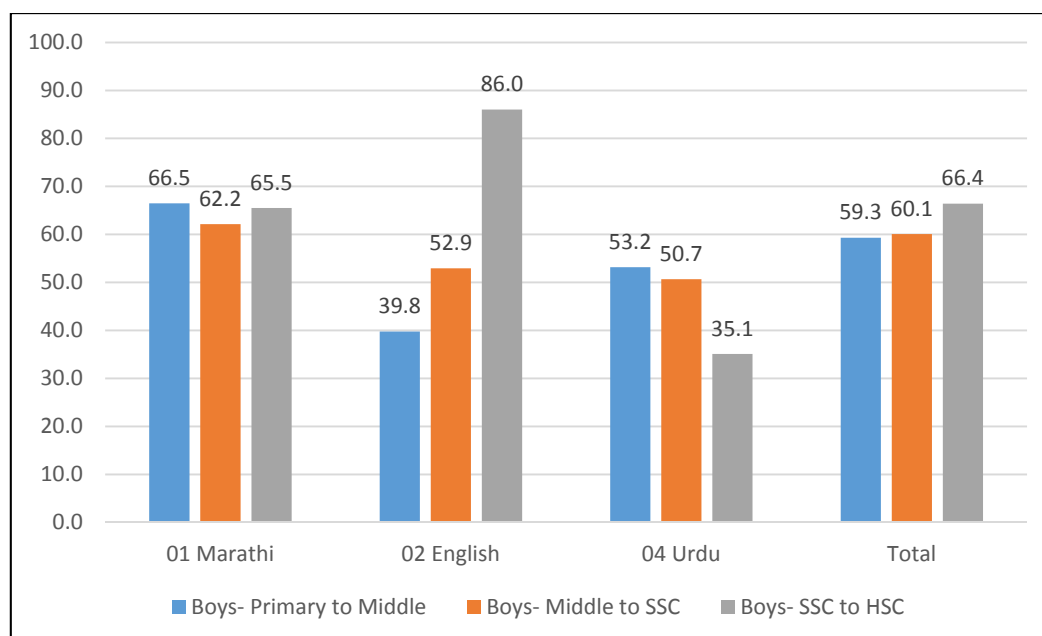


Figure 4.8: Transition rate (%) of girls by medium of instruction of schools

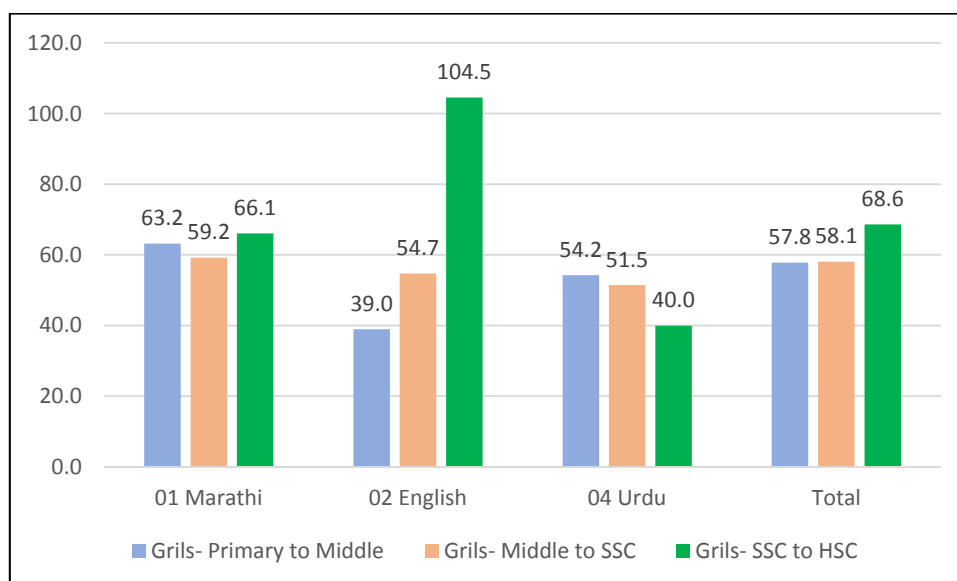
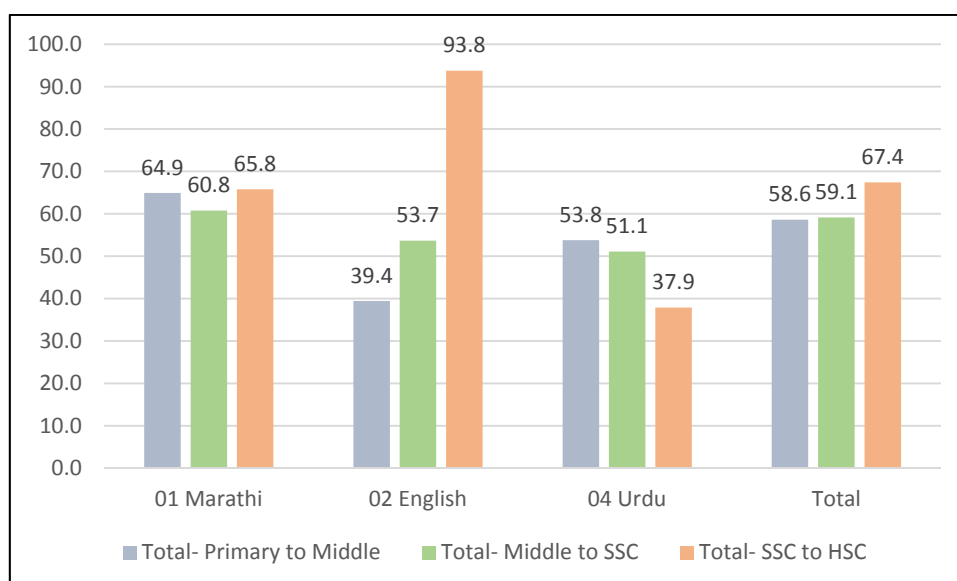


Figure 4.9: Transition rate (%) of girls by medium of instruction of schools



Due to the abovementioned reasons, the transition rate of Urdu medium schools declines from 53.8% from Primary to Middle level, to 51.1% from Middle to SSC, and to only 37.9% from SSC to HSC level (Table 4.7). The transition rate of girls in Urdu medium schools in the state from Primary to SSC levels is higher than boys at the same levels. And also it is reverse of the pattern of Marathi, English and Hindi schools where the transition rate of boys remain higher than girls. Transition rate of girls is again higher in Urdu medium schools from SSC to HSC level but all other three mediums also show the similar pattern.

The transition rate of students in Urdu medium schools from Primary to SSC and to HSC levels have also been computed. Table 4.8 shows that out of 100 students enrolled at primary level in Urdu medium schools, on an average about 28 students reach to SSC level in same medium of schools, and only about 10 student are able to reach to HSC level. This shows that out of 100 students enrolled at Primary level of education in Urdu medium schools, 90 students drop out or migrate to schools providing education in other languages. The transition rate of girls in comparison to boys is better in Urdu medium schools, but Marathi medium schools, in which about 72% of the total students in state study, show lower transition rate for girls in comparison to boys. Where in Urdu Schools on an average about 11 girls out of every 100 enrolled (in comparison to about 10 boys) are able to reach to HSC level, in Marathi schools about 25 girl students out of every 100 enrolled are able to reach to HSC level (in comparison to 27 boys). In comparison to Urdu Schools, the transition rate of students in English and Hindi schools is much better.

Table 4.8: Transition rate (%) of students of different medium of schools in Maharashtra, 2013-14.

Medium of schools	Boys		Girls		Total	
	Primary to SSC	Primary to HSC	Primary to SSC	Primary to HSC	Primary to SSC	Primary to HSC
01 Marathi	41.3	27.1	37.4	24.7	39.5	26.0
02 English	21.1	18.1	21.3	22.3	21.2	19.8
03 Hindi	44.4	15.4	38.7	17.7	41.5	16.5
04 Urdu	26.9	9.5	27.9	11.2	27.5	10.4
05 Gujarati	106.8	96.9	85.3	74.7	95.5	85.2
06 Bengali	1.4	0.6	2.0	1.4	1.7	1.0
07 Kannada	32.5	27.1	25.9	16.3	29.2	21.6
08 Sindhi	134.6	48.9	167.8	169.6	149.0	101.2
09 Tamil	2.7	0.0	1.7	0.0	2.2	0.0
10 Telugu	18.3	0.0	32.3	0.0	24.2	0.0
Total	35.6	23.7	33.5	23.0	34.7	23.4

There is a regional pattern in transition rate of students in Urdu medium schools in the state. Though, there are lower number of enrolments in Urdu mediums schools in Eastern Vidarbha and Western Maharashtra, the transition rate in these schools is relatively better than in Marathwada and Western Vidarbha. As shown in Table 4.10, Wardha (transition rate of students from Primary to Middle 63.0%, Middle to SSC 57.4%, and SSC to HSC 69.8%), Nagpur (63.9%, 60.3% and 65.9%), Bhandara (65.9%, 76.8% and 81.4%), Gadchiroli (48.2%, 81.5%, and 80.0%), and Chandrapur (39.3%, 57.5%, and 65.7%) from Eastern Vidarbha, and Pune (65.2%, 51.4% and 52.0%), Kolhapur (50.9%, 48.2%, and 50.5%) from Western Maharashtra have much better transition rate in comparison to other districts. Almost the similar pattern is visible with respect to transition rate of boys and girls from one level of education to another levels.

Table 4.9: Transition rate of students in Urdu medium schools by level of education, 2013-14

Districts	Boys			Girls			Total		
	Primary to Middle	Middle to SSC	SSC to HSC	Primary to Middle	Middle to SSC	SSC to HSC	Primary to Middle	Middle to SSC	SSC to HSC
Nandurbar	57.0	54.3	58.1	55.6	53.2	46.7	56.2	53.7	51.9
Dhule	55.2	50.7	30.9	55.2	49.9	38.8	55.2	50.3	35.3
Jalgaon	57.2	49.2	38.5	55.4	46.2	35.9	56.3	47.6	37.2
Buldhana	54.3	47.6	55.8	52.5	46.5	51.9	53.3	47.0	53.7
Akola	57.0	49.3	53.2	59.1	47.8	55.7	58.1	48.5	54.5
Washim	56.2	51.4	45.9	56.1	52.6	42.2	56.2	52.1	43.8
Amravati	55.9	52.1	41.0	58.7	57.0	51.8	57.4	54.7	47.1
Wardha	68.8	53.7	50.2	59.3	60.2	82.8	63.0	57.4	69.8
Nagpur	64.1	57.7	58.9	63.7	62.3	70.9	63.9	60.3	65.9
Bhandara	61.2	78.0	21.9	68.9	76.1	116.7	65.9	76.8	81.4
Gondia	47.4	59.5	0.0	52.1	42.1	0.0	49.7	50.7	0.0
Gadchiroli	43.5	125.9	20.6	50.4	63.1	129.3	48.2	81.5	80.0
Chandrapur	34.4	52.6	65.0	42.9	60.4	66.0	39.3	57.5	65.7
Yavatmal	54.5	50.6	43.8	57.8	51.0	47.4	56.4	50.8	45.9
Nanded	42.9	45.9	37.3	51.1	47.0	43.8	47.5	46.6	41.3
Hingoli	43.2	44.3	27.2	49.2	45.3	39.8	46.8	45.0	35.1
Parbhani	32.1	50.3	41.3	41.5	53.7	35.0	37.3	52.4	37.3
Jalna	41.7	64.8	36.8	46.3	52.8	36.5	44.3	57.6	36.6
Aurangabad	49.2	50.9	21.1	51.0	49.9	23.3	50.2	50.3	22.4
Nashik	51.1	45.2	40.9	53.1	48.7	46.3	52.1	47.0	43.9
Thane	60.4	50.0	30.2	58.6	53.6	34.7	59.4	52.0	32.8
Gr Mumbai	54.4	52.7	13.2	56.3	54.8	16.7	55.5	53.9	15.3
Raigarh	68.1	67.5	68.8	58.8	63.4	74.5	62.8	65.3	71.8
Pune	72.6	47.9	20.2	61.1	53.6	70.4	65.2	51.4	52.0
Ahmadnagar	49.4	47.2	27.6	49.1	51.6	23.2	49.2	50.1	24.6
Bid	39.4	43.6	36.2	46.0	41.2	52.0	43.2	42.2	45.5
Latur	44.0	44.2	22.9	47.6	46.0	41.0	46.4	45.5	35.5
Osmanabad	46.4	52.5	27.9	49.9	47.3	28.3	48.8	48.9	28.2
Solapur	54.6	55.0	36.3	52.6	51.9	43.3	53.3	53.0	40.6
Satara	48.2	25.4	0.0	46.0	44.9	0.0	47.0	35.7	0.0
Ratnagiri	73.2	64.2	54.6	68.8	55.1	53.9	70.5	58.9	54.2
Sindhudurg	53.6	76.0	0.0	65.2	67.4	0.0	59.2	71.4	0.0
Kolhapur	50.6	49.0	50.1	51.1	47.7	50.7	50.9	48.2	50.5
Sangli	72.6	67.4	20.2	52.6	61.3	37.6	59.5	63.9	29.9
Total	53.2	50.7	35.1	54.2	51.5	40.0	53.8	51.1	37.9

Figure 4.10: Transition rate (%) of male students in Urdu medium schools from Primary level to HSC, 2013-14.

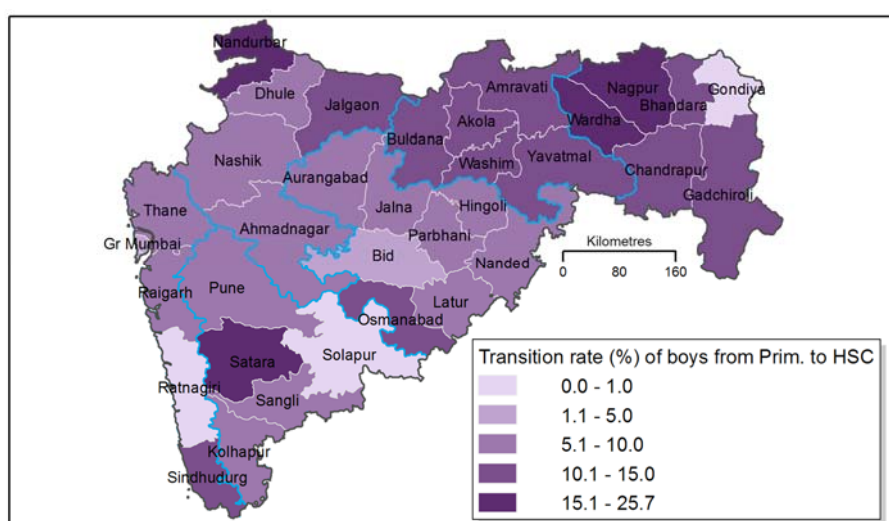


Figure 4.11: Transition rate (%) of female students in Urdu medium schools from Primary level to HSC, 2013-14.

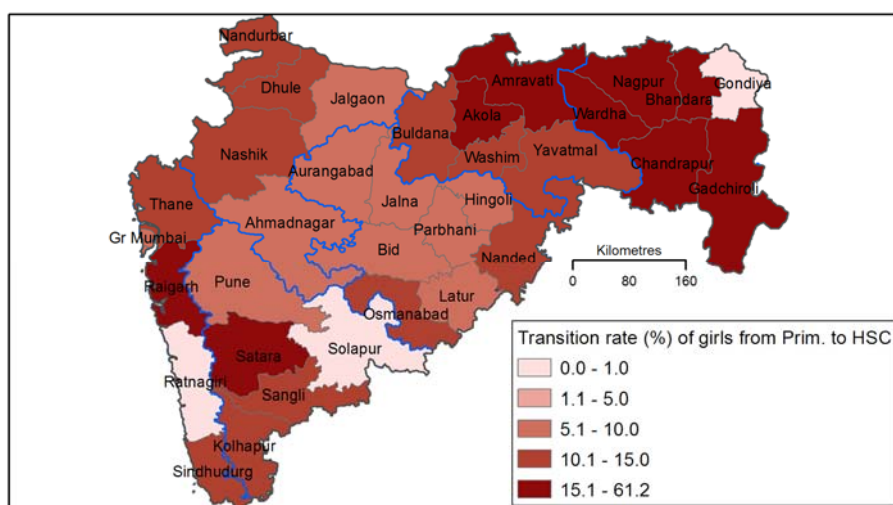
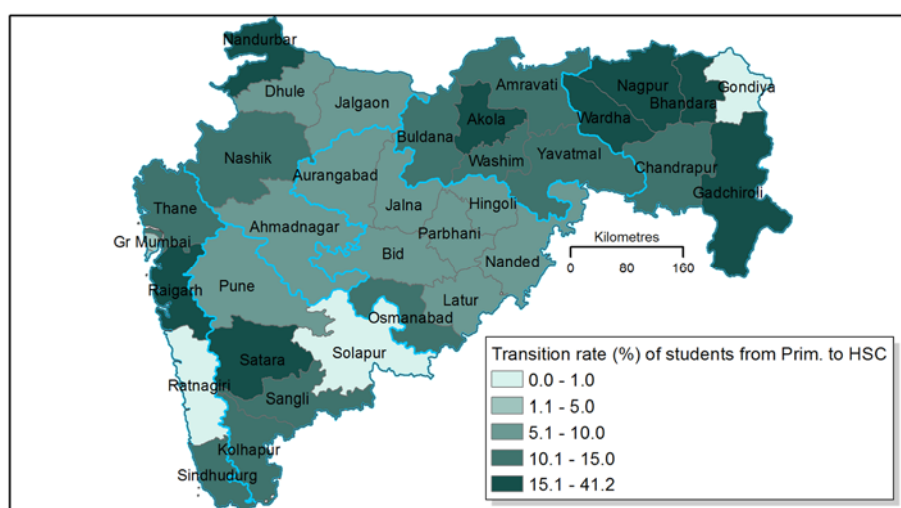


Figure 4.12: Transition rate (%) of total students in Urdu medium schools from Primary level to HSC, 2013-14.



The situation is so pathetic that except in two districts, Bhandara (total transition rate 41.2%) and Gadchiroli (31.4%), in none of the districts in the state the transition rate of total students in Urdu medium schools from Primary level to HSC is above 30% (Table 4.10). The same is the

story for the girl students. These two districts also have above 30% transition rate for girls from Primary to HSC level. However, in these two districts the number of students enrolled in Urdu medium schools is relatively small, only 438 students in Bhandara and 418 in Gadchiroli, and thus these two districts with relatively better transition rate do not make any significant impact at the state level. Further, in these two districts the transition rate of boys from Primary to HSC level in Urdu medium schools is quite low, below 15%. In general, the transition rate of students in districts of Vidarbha and Western Maharashtra (as shown in Figures 4.10 through 4.12) is better than those in Marathwada region.

Table 4.10: Transition rate of students in Urdu medium schools from Primary to SSC and HSC levels, 2013-14.

Districts	Boys		Girls		Total	
	Primary to SSC	Primary to HSC	Primary to SSC	Primary to HSC	Primary to SSC	Primary to HSC
Nandurbar	30.9	18.0	29.6	13.8	30.2	15.7
Dhule	28.0	8.7	27.6	10.7	27.8	9.8
Jalgaon	28.2	10.9	25.6	9.2	26.8	10.0
Buldhana	25.8	14.4	24.4	12.7	25.1	13.5
Akola	28.1	14.9	28.3	15.8	28.2	15.4
Washim	28.9	13.3	29.6	12.5	29.3	12.8
Amravati	29.1	11.9	33.4	17.3	31.4	14.8
Wardha	36.9	18.6	35.6	29.5	36.2	25.2
Nagpur	37.0	21.8	39.7	28.2	38.5	25.4
Bhandara	47.8	10.4	52.4	61.2	50.6	41.2
Gondia	28.2	0.0	21.9	0.0	25.2	0.0
Gadchiroli	54.8	11.3	31.8	41.1	39.3	31.4
Chandrapur	18.1	11.8	25.9	17.1	22.6	14.9
Yavatmal	27.5	12.1	29.5	14.0	28.7	13.2
Nanded	19.7	7.4	24.0	10.5	22.1	9.1
Hingoli	19.2	5.2	22.3	8.9	21.0	7.4
Parbhani	16.2	6.7	22.3	7.8	19.6	7.3
Jalna	27.0	9.9	24.4	8.9	25.6	9.4
Aurangabad	25.0	5.3	25.4	5.9	25.3	5.7
Nashik	23.1	9.4	25.9	12.0	24.5	10.8
Thane	30.2	9.1	31.4	10.9	30.9	10.1
Gr Mumbai	28.7	3.8	30.9	5.2	29.9	4.6
Raigarh	45.9	31.6	37.3	27.8	41.0	29.4
Pune	34.7	7.0	32.8	23.1	33.5	17.4
Ahmadnagar	23.3	6.4	25.3	5.9	24.6	6.1
Bid	17.2	6.2	19.0	9.9	18.2	8.3
Latur	19.4	4.5	21.9	9.0	21.1	7.5
Osmanabad	24.3	6.8	23.6	6.7	23.8	6.7
Solapur	30.0	10.9	27.3	11.8	28.3	11.5
Satara	12.2	0.0	20.6	0.0	16.8	0.0
Ratnagiri	47.0	25.7	37.9	20.4	41.6	22.5
Sindhudurg	40.7	0.0	43.9	0.0	42.3	0.0
Kolhapur	24.8	12.4	24.4	12.4	24.6	12.4
Sangli	48.9	9.9	32.2	12.1	38.0	11.4
Total	26.9	9.5	27.9	11.2	27.5	10.4

4.4 Summing up

Urdu medium schools in the state have third largest number of students, and about 6% of the total students in the state study in these schools. The largest number of students in these

schools are found in the districts where the number of Muslim population is also higher. The analysis of data related to transition rate of students from one level of education to another levels has shown a number of concerns. The transition rate is quite low in these schools. Of every 100 enrolment in these schools only about 10 students are able to move from Primary level to HSC level and the rest either drop out or move to schools offering education in other mediums. However, given the language constraints it is least possibility that students from Urdu medium schools will move out to other medium of schools in large number. Most of them drop out from the schools. Girl students in almost all the districts show better transition rate than boys but in comparison to other medium schools, the transition rate in Urdu medium of even girls is lower. There are many reasons for this low transition rate of students in Urdu medium schools. First, the students educated in Urdu medium schools do not find any bright possibility of employment except in Urdu schools as teachers. Second, the Muslim community which largely send students in these schools, has low expectation for employment in government sector due to perception of discrimination. Third, given the prevalence of poverty in Muslim community, a sizeable share of families are not able to afford the cost of education or they need to send their children to work for providing economic support to families. Fourth, there are dearth of Urdu medium schools at higher level of education and that also forces students to drop out. Fifth, there is also perception that quality of education offered in these schools is low in comparison to schools of other medium of education and those who can afford education send their children in non-Urdu medium schools despite Urdu medium schools being located nearby. Lastly, female students show better transition rate and they are not forced to work at early stage to support families, this is specifically true among Muslims, but as they turn teens or cross HSC level, are forced to drop out of schools.

The situation demand a very proactive policy measures for these schools and addressing of the issues mentioned above.

Chapter 5

Muslim Community and Urdu Schools

5.1 Introduction

Urdu language has been synonymous with Muslim north Indian culture. When we speak of north Indian Muslims, we cannot avoid talking about Urdu language in which most of the written scripts and traditional values of the community are stored. Urdu is has also been a language of upper class Muslims in Deccan region of the country, specifically in Nizam's Hyderabad State and around it. Hyderabad State included large part of Maharashtra's territory, including from what is today Western Maharashtra, Marathwada and Amravati Divisions. In and around this region there is a concentration of Muslim population, a large section of whom speak Urdu. Maharashtra has been one of the few states in the country which following the secular principles of the constitution and directive for preservation of the culture and language of the minorities, has introduced primary to higher secondary level of schooling in Urdu medium. As has been mentioned earlier, Urdu is a language born in India due to mixture of many languages. However, over the time, specifically after the Independence is has come to be associated with Muslims and Muslims due to political reasons have given importance to it. While Urdu speaking Hindus in the country have shifted to Hindi, and emphasised on sanskritised Hindi, or to state languages, Muslim have stuck to Urdu. It is also a fact that except in Jammu and Kashmir, Urdu is not a state language in any of the state, there are a large number of speakers of the language in the country spread across the states. In some of the states like U.P., Bihar, Delhi, Andhra Pradesh and West Bengal Urdu has been provided status of second language of the states, but it is more for political purpose than for any genuine concern for the language and its speakers. In most of the states, as in Maharashtra, though Urdu is taught in schools or there are Urdu medium schools but the language has not been effectively linked with administration, larger society and economy. In this chapter, an attempt has been made to examine the association of Muslims in Maharashtra with Urdu medium schools. The chapter attempts to find out the share of Muslim students in Urdu schools and the proportion of Muslim students go to these schools. Transition rates of Muslim students in different medium of schools are also computed and compared to understand how Muslims students progress in these schools.

5.2 Distribution of Muslim students by medium of instruction

Total 26,83,206 Muslims students were enrolled in schools in Maharashtra and this constituted 12.2% of the total students in the state. Muslim population in the state was 10.6%, and if the share of Muslim students is any indication towards this, in the last 13 years

or so, share of Muslim population in the state has possibly increase to 12.0 to 12.5% of the total population in the state. The share of students in Urdu medium schools is higher in the districts where the share of Muslim population is higher (Figure 5.1a). The districts of Aurangabad (except Osmanabad), Amravati, Nashik (except Nandurbar), and districts of Thane, Mumbai and Ratnagiri are such examples. However, in districts of Dhule and Yavatmal, though the share of Muslim population is low but higher proportion of Muslims are enrolled in Urdu medium schools.

The four mediums of instructions, namely Marathi, English, Hindi and Urdu, constitute more than 99% of the enrolment of students in the state. This is equally true for Muslims. Of the total Muslim students enrolled in the state, 99.66% are located in these medium of instructions (Table 5.1 and Figure 5.2). The largest share of Muslim students are enrolled in Urdu Medium schools in the state. Muslim students constitute 94.8% of the total students enrolled in Urdu medium schools in the state. This also shows that about 5% of the students in Urdu medium schools are from non-Muslim communities and they may be mostly related to tribal and Dalit communities who are equally socio-economically deprived in the state and often live in close geographical proximity to Muslims. The share of Muslims in English medium schools in the state is about 13% (for boys 13.2% and for girls 12.9%) which is very close to the share of Muslim population in the state. Muslim students constitute only 5% of the total students enrolled in Marathi medium schools in the state. However, they comprise 15.4% of the total students in Hindi medium schools in the state. The share of Muslim boys in English, Marathi and Hindi medium schools is slightly higher than the girls, while the share of girls in Urdu medium schools is slightly higher than boys (see Figure 5.1). This shows that Muslim in the state give preference to girls in Urdu medium. This may be related to the fact that, (a) the girls are provided education in the medium of instructions which is close to the community's culture, (b) reference for boys to the medium of instruction is related to languages which can increase their employability as male members are still considered as main bread earners by the families, and (c) lack of schools offering education in other medium of education nearby the Muslim neighbourhoods as girls are often not send by families to schools located geographically away.

Figure 5.1a: Association between share of Muslim population and share of students in Urdu medium schools in districts of Maharashtra, 2013-14.

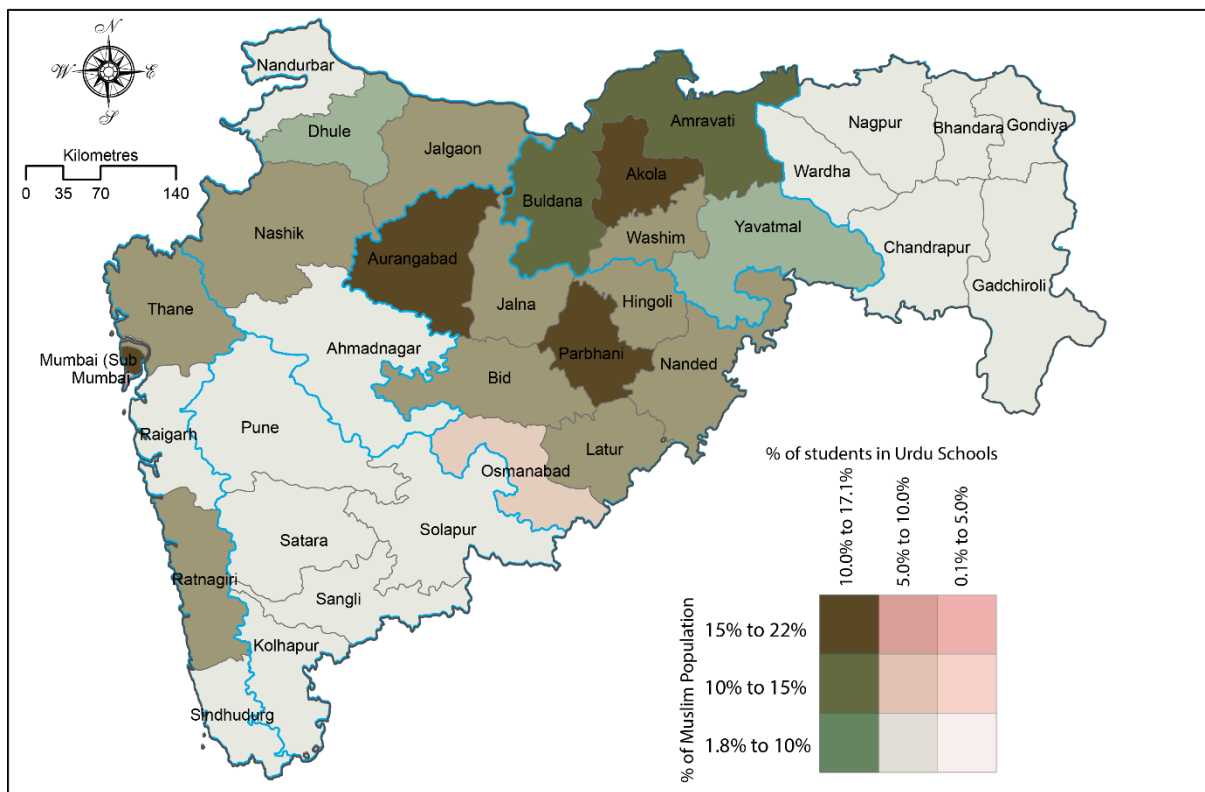


Figure 5.1b: Share (%) of Muslim students enrolled to the respective number of enrolment in the state, 2013-14.

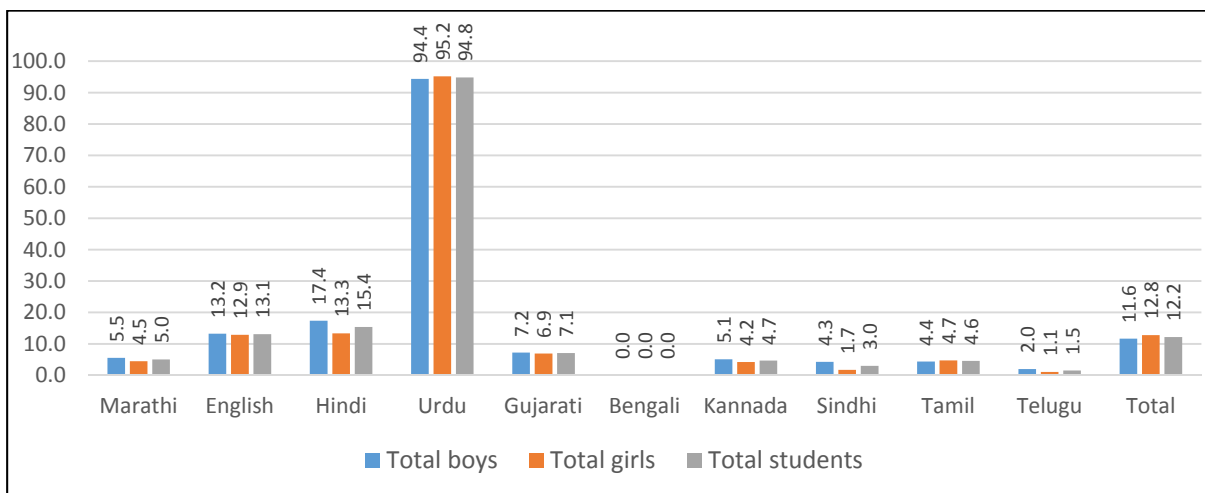
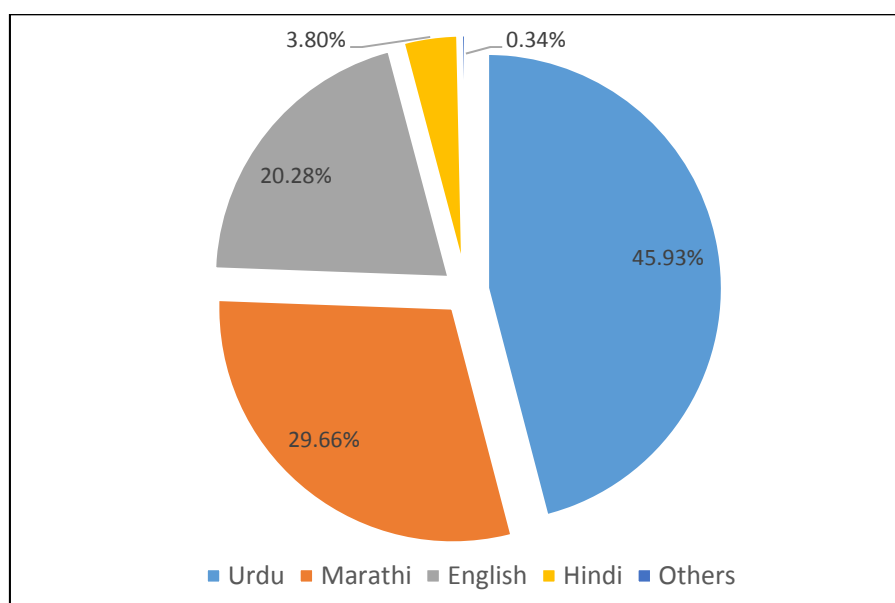


Figure 5.2: Percentage distribution of Muslim students in Maharashtra by medium of instruction, 2013-14.



Out of the total 26,83,206 Muslim students in the state, 45.9% (total about 12.32 lakh students) go to Urdu medium schools (Table 5.1). The shares of Muslim students to that total Muslim students in the state enrolled in Marathi, English, and Hindi medium schools are 29.7% (about 7.96 lakh students), 20.3% (about 5.44 lakh) and 3.8% (about 1.02 lakh), respectively. In Gujarati medium schools the number of Muslim students enrolled is 6,408, and in other medium of schools the number of Muslim students in the state is very insignificant, below 2,000.

It is noteworthy that share of Muslim students enrolled in Urdu medium schools declines at higher level of education. For instance, approximately 46.5% of Muslim students go to Urdu medium schools at Primary level, it marginally increases to 46.6% and 46.9% at Middle and SSC levels but declines to 36.6% at HSC level. Among others this decline is reflective of the fact that there is a lack of Urdu medium schools in the state in the required number at HSC level and also that there is a massive drop out of students from these schools. Although there may be some shift of Muslim students from Urdu medium schools to Marathi medium schools at higher levels as indicated by improvements in share of Muslim students in Marathi medium schools (the share of Muslims students in Marathi medium schools rises from 27.7% at Primary level to 31.7% at Middle level, 31.4% at SSC level and it is 32.6% at HSC level), but that does not compensate the lost number of students in Urdu medium schools and also the number of students in Marathi medium schools drastically declines (Table 5.1). The reason for increase in share of Muslim students in Marathi medium schools at SSC and HSC level may

be due to higher retention rate of the students in these schools due to better expectation of jobs and higher studies in the market by the students/parent as Marathi is state language and most of recruitment examinations and official works are carried out in this language.

The share of total Muslim students going to English medium schools in state is quite large, about 20%. The share of students in English medium of education also increase to 28.1% at HSC level after decline at Middle (17.2%) and SSC (17.4) levels from initial 21.7% at Primary level. This decline is mainly due to the fact that there are schools almost in every town which offer Primary level education in English mediums but their number declines at higher levels. This also shows that those who are able to get admission in English medium schools offering education from Primary to SSC and HSC level of education are mostly retained (not dropped out). Economic unaffordability may also be one of the reasons for dropping out of students from English medium schools after Primary level of Education.

There is considerable gender-wise differences in enrolment of Muslim students in different medium of schools. Available data shows that English, Marathi and Hindi mediums are preferred for boys while Urdu medium is preferred by the community for girls (Table 5.1). Overall, the percentage of Muslim boys to the total Muslim boys enrolled in the state attending Marathi schools is 33.8% as comparison to 25.3% of girls. The percentage of boys in English and Hindi medium of schools is 23.2% and 4.2%, respectively, in comparison to 17.2% and 3.3% respectively in the same medium of schools for the girls. While in Urdu medium schools, the share of Muslim girls to the total Muslim girls enrolled in the state is 53.9% in comparison to 38.3% of the boys. There may be different reasons for this. First, the boys are considered as main bread earner for the family and the family as such puts first use of available resources for them. As the most of the English medium schools in the state are private schools they charge higher fee, while Marathi and Hindi schools may be located out the neighbourhoods of Muslims and students going to these schools may have to incur the cost for travel and families are willing to incur those cost for the education of male students in these three medium of education. Second, the girls are considered as carrier of family and community values and as such to preserve the same they are send more in Urdu medium schools than other medium schools. Third, the conservative attitude on many individuals, who do not even look the girls from above mentioned point of view, forces the girls to attend Urdu schools despite availability of schools nearby offering education in other medium of education. Fourth, it is also a fact that there is a massive dearth of schools of English and Marathi mediums in Muslim neighbourhoods and even those families who want to send their children to English medium schools are not able to do so due to the fear of security of girls.

Table 5.1: Distribution of Muslim students by medium of instruction of schools and standard, 2013-14

Medium of Instruction	Boys					Girls					Total				
	Primary	Middle	SSC	HSC	Total	Primary	Middle	SSC	HSC	Total	Primary	Middle	SSC	HSC	Total
Marathi	221339	137306	71492	33902	464039	163767	97449	46472	24050	331738	385106	234755	117964	57952	795777
English	177528	76678	38843	26013	319062	124114	50631	26298	23941	224984	301642	127309	65141	49954	544046
Hindi	30122	17898	8701	1473	58194	23749	12640	5733	1584	43706	53871	30538	14434	3057	101900
Urdu	277912	148249	74604	25503	526268	368363	197009	101316	39507	706195	646275	345258	175920	65010	1232463
Gujarati	638	1099	856	775	3368	650	1027	630	733	3040	1288	2126	1486	1508	6408
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kannada	434	389	188	105	1116	387	273	139	49	848	821	662	327	154	1964
Sindhi	68	47	18	0	133	10	10	12	23	55	78	57	30	23	188
Tamil	100	57	0	0	157	128	58	2	0	188	228	115	2	0	345
Telugu	53	17	7	0	77	29	9	0	0	38	82	26	7	0	115
Total	708194	381740	194709	87771	1372414	681197	359106	180602	89887	1310792	1389391	740846	375311	177658	2683206
Percentage distribution of students															
Marathi	31.3	36.0	36.7	38.6	33.8	24.0	27.1	25.7	26.8	25.3	27.7	31.7	31.4	32.6	29.7
English	25.1	20.1	19.9	29.6	23.2	18.2	14.1	14.6	26.6	17.2	21.7	17.2	17.4	28.1	20.3
Hindi	4.3	4.7	4.5	1.7	4.2	3.5	3.5	3.2	1.8	3.3	3.9	4.1	3.8	1.7	3.8
Urdu	39.2	38.8	38.3	29.1	38.3	54.1	54.9	56.1	44.0	53.9	46.5	46.6	46.9	36.6	45.9
Gujarati	0.1	0.3	0.4	0.9	0.2	0.1	0.3	0.3	0.8	0.2	0.1	0.3	0.4	0.8	0.2
Bengali	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Kannada	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Sindhi	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Tamil	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Telugu	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

There is a definite regional pattern in share of Muslim students attending different medium of schools in the state. We examine this regional pattern for the three medium of schools, Urdu, English and Hindi, in which more than 95% of the Muslim students are enrolled in. In districts of Nashik Division (Nashik, Dhule, Jalgaon and Nandurbar), and Amravati Division (Amravati, Akola, Washim, Yavatmal and Buldhana) more than 50% of the Muslims students are enrolled in Urdu Medium Schools. Nanded, Bid, Parbhani from Aurangabad Division also have more than 50% of the Muslim students enrolled in Urdu medium schools. In districts of Aurnagabad, Hingoli, Nagpur, Thane, Gr Mumbai, Raigarh and Ratnagiri the Muslim students attending the Urdu medium schools ranges between 40% and 50%. In districts of Pune, Satara, Sangli, Kolhapur, Ahmadnagar, Osmanabad, Bhandra, Chandrapurpur, Gondia and Gadchiroli less than 20% of the Muslim students attend Urdu medium schools. Thus, Northern part of the state and Konkan division has most of the students attending the Urdu medium schools from the Muslim community while in Southern central and Eastern Maharashtra more than 40% of the Muslim students attend Marathi medium schools (See Figures 5.3 and 5.4). In Mumbai and Thane districts, more than 40% of Muslim students attend English medium schools while in districts of Pune Raigarh and Ratnagiri it ranges between 30% and 40%. In most of districts of Nagpur Division, the share of Muslim students attending English medium schools is between 20% and 30% while in rest of the Maharashtra (except in Aurangabad, Satara, Sindhudurg, and Kolhapur districts where it is 10% to 20%) it is below 10% (Figure 5.5 and Table 5.2).

Figure 5.3: Percentage distribution of Muslim students to the total Muslim students enrolled in the respective districts in Urdu medium schools, 2013-14.

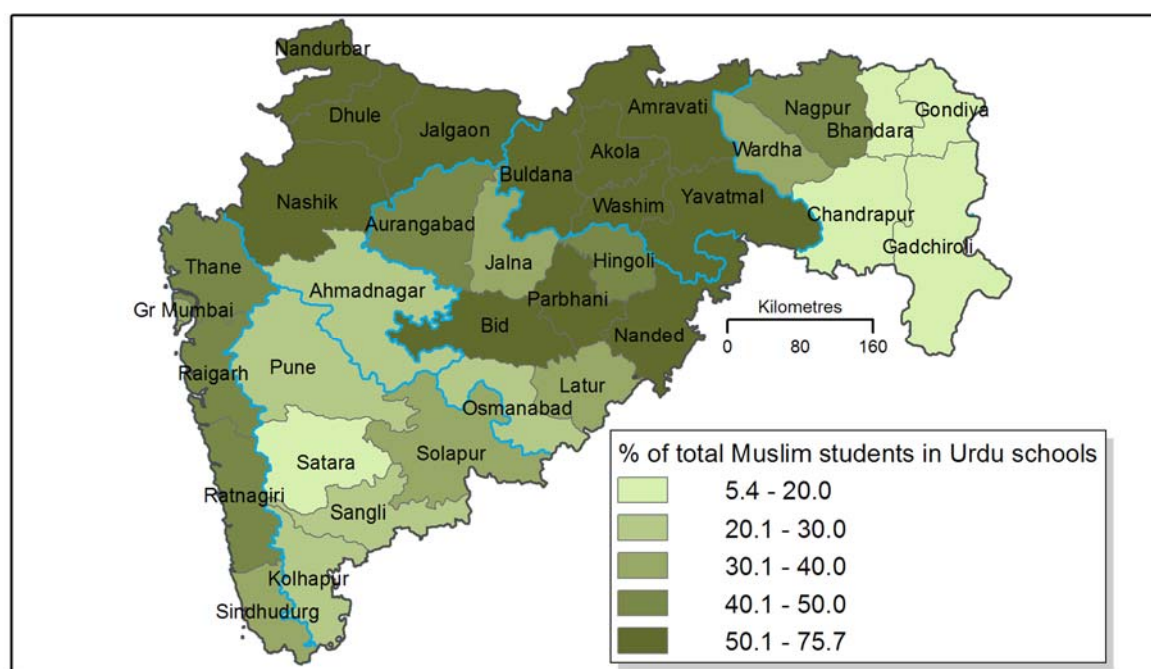


Figure 5.4: Percentage distribution of Muslim students to the total Muslim students enrolled in the respective districts in Marathi medium schools, 2013-14.

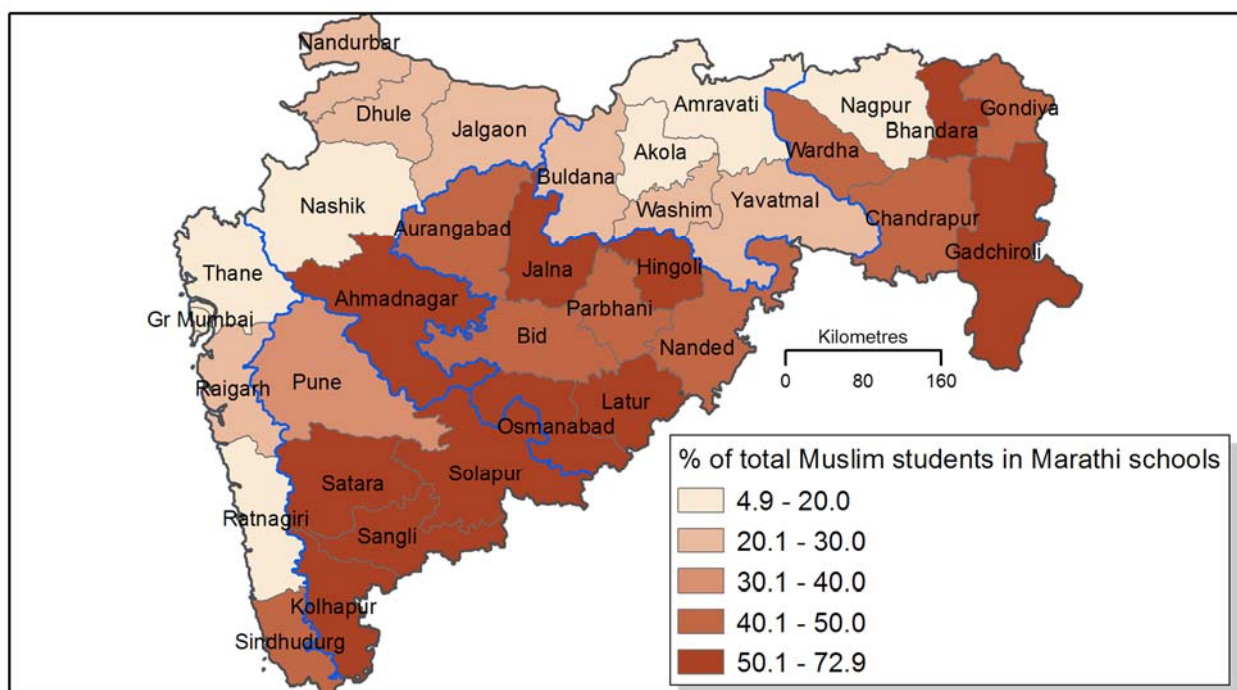


Figure 5.5: Percentage distribution of Muslim students to the total Muslim students enrolled in the respective districts in Marathi medium schools, 2013-14.

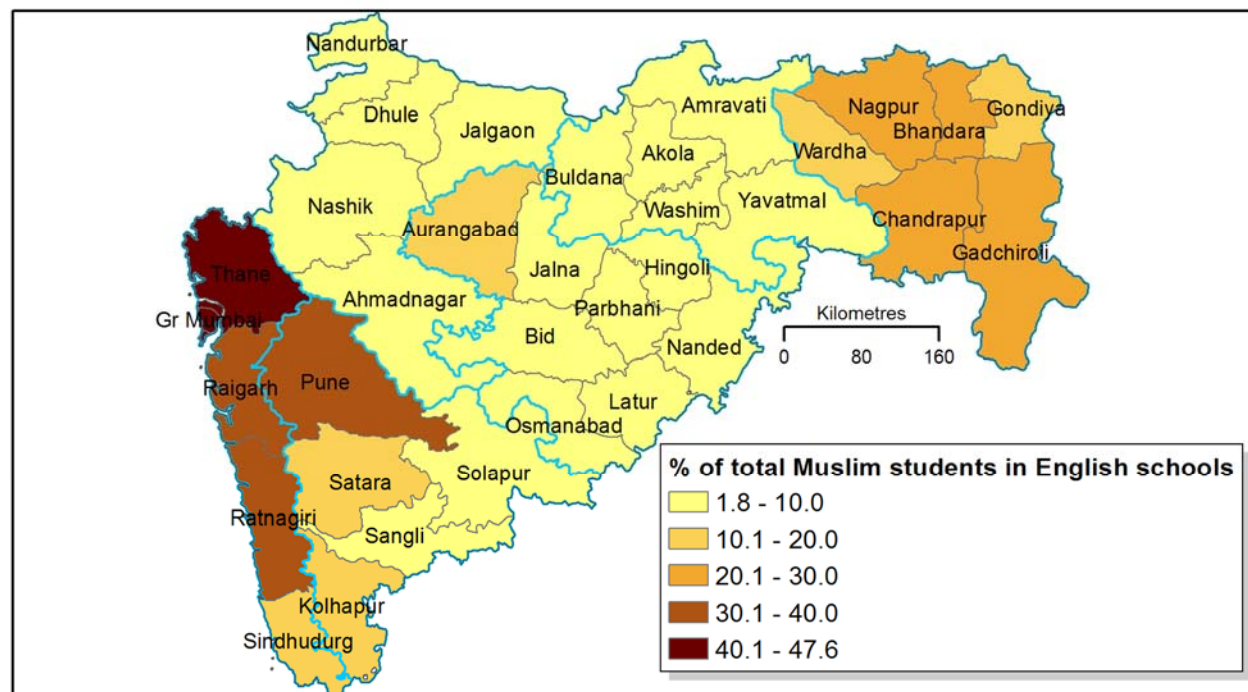


Table 5.2: Percentage of Muslim students by medium of schools, 2013-14.

Districts	Urdu			Marathi			English		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Nandurbar	54.3	71.9	62.5	30.0	17.0	24.0	9.1	4.1	6.8
Dhule	61.6	76.4	68.7	30.4	18.6	24.7	7.8	4.9	6.4
Jalgaon	67.6	81.2	74.2	25.8	15.5	20.8	4.4	1.9	3.2
Buldhana	67.2	82.5	74.6	28.1	15.5	22.0	4.1	1.8	3.0
Akola	70.0	81.6	75.7	18.4	12.4	15.4	8.5	5.0	6.8
Washim	60.6	75.6	68.0	33.8	22.1	28.0	4.7	2.1	3.4
Amravati	68.0	82.2	75.1	22.1	12.2	17.1	6.1	3.9	5.0
Wardha	25.5	41.3	33.2	48.9	38.9	44.0	21.1	15.9	18.5
Nagpur	35.4	49.0	42.2	15.0	12.4	13.7	23.2	17.5	20.4
Bhandara	6.7	13.3	10.0	63.6	60.3	62.0	23.4	19.1	21.3
Gondia	5.6	5.2	5.4	47.2	48.5	47.8	22.8	17.3	20.0
Gadchiroli	7.4	15.7	11.6	65.0	62.9	64.0	23.5	16.9	20.2
Chandrapur	9.2	16.6	12.8	51.2	48.1	49.7	29.8	24.0	27.0
Yavatmal	50.4	70.2	60.2	36.6	23.3	30.0	9.0	4.8	6.9
Nanded	43.3	59.2	51.3	49.6	37.4	43.5	5.8	2.7	4.3
Hingoli	30.9	50.6	40.4	66.4	48.3	57.7	2.6	0.8	1.8
Parbhani	42.3	61.9	51.9	53.6	35.9	45.0	4.0	2.2	3.1
Jalna	29.0	42.9	35.7	64.0	52.5	58.5	4.3	1.7	3.1
Aurangabad	35.3	53.7	44.2	51.4	38.9	45.4	13.1	7.4	10.3
Nashik	71.3	79.4	75.4	19.6	13.7	16.6	8.7	6.7	7.7
Thane	35.7	49.0	42.2	12.0	10.1	11.1	45.3	34.6	40.1
Gr Mumbai	29.6	44.4	36.8	5.5	4.3	4.9	53.0	42.1	47.6
Raigarh	40.1	52.9	46.4	21.3	19.4	20.4	37.3	26.7	32.1
Pune	18.9	36.2	27.4	41.8	34.6	38.3	37.4	27.7	32.6
Ahmadnagar	15.1	32.4	23.3	73.0	60.0	66.8	11.7	7.6	9.7
Bid	42.0	63.0	52.2	53.8	35.4	44.9	4.3	1.5	2.9
Latur	23.8	53.4	38.4	71.6	44.5	58.2	4.3	2.1	3.2
Osmanabad	14.3	33.5	23.7	81.4	64.0	72.9	4.3	2.5	3.4
Solapur	24.1	40.9	32.1	68.1	54.3	61.5	7.4	4.4	5.9
Satara	10.6	14.8	12.6	69.3	73.1	71.1	20.1	12.1	16.4
Ratnagiri	38.4	56.1	47.1	19.8	15.6	17.7	41.8	28.3	35.1
Sindhudurg	32.4	35.2	33.7	45.9	47.9	46.8	21.6	16.9	19.4
Kolhapur	15.5	26.7	20.9	72.0	64.9	68.5	12.5	8.3	10.5
Sangli	17.7	31.2	24.2	68.6	59.7	64.4	11.2	7.1	9.2
Total	38.3	53.9	45.9	33.8	25.3	29.7	23.2	17.2	20.3

The regional pattern for boys and girls in different medium of schools largely follows the above mentioned regional pattern for the total Muslim students. That is, the districts of northern Maharashtra and Konkan divisions largely have above 30% of the Muslim boys and girls attending the Urdu medium schools, while the reverse is seen in districts of south central Maharashtra (Figures 5.6 through Figures 5.9). The share of Muslim boys and girls enrolled in English medium schools to the total number of males and female students, respectively, in the respective districts is better in Konkan, Nagpur and Pune Divisions in the state. The percentage of boys in English medium schools in almost all the districts of the state is higher than their girl counterparts. In some of the districts, the difference between share of male and female student in English medium schools is almost double.

Figure 5.6: Percentage distribution of male students to the total Muslim male students enrolled in the respective districts in Urdu medium schools, 2013-14.

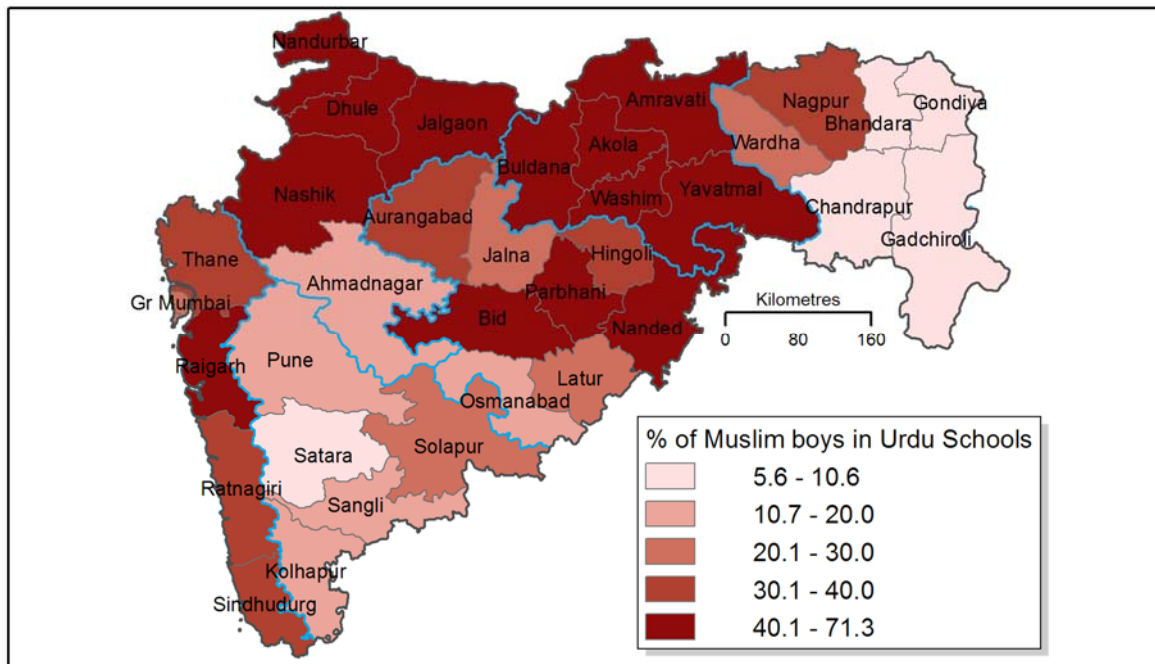


Figure 5.7: Percentage distribution of female students to the total Muslim female students enrolled in the respective districts in Urdu medium schools, 2013-14.

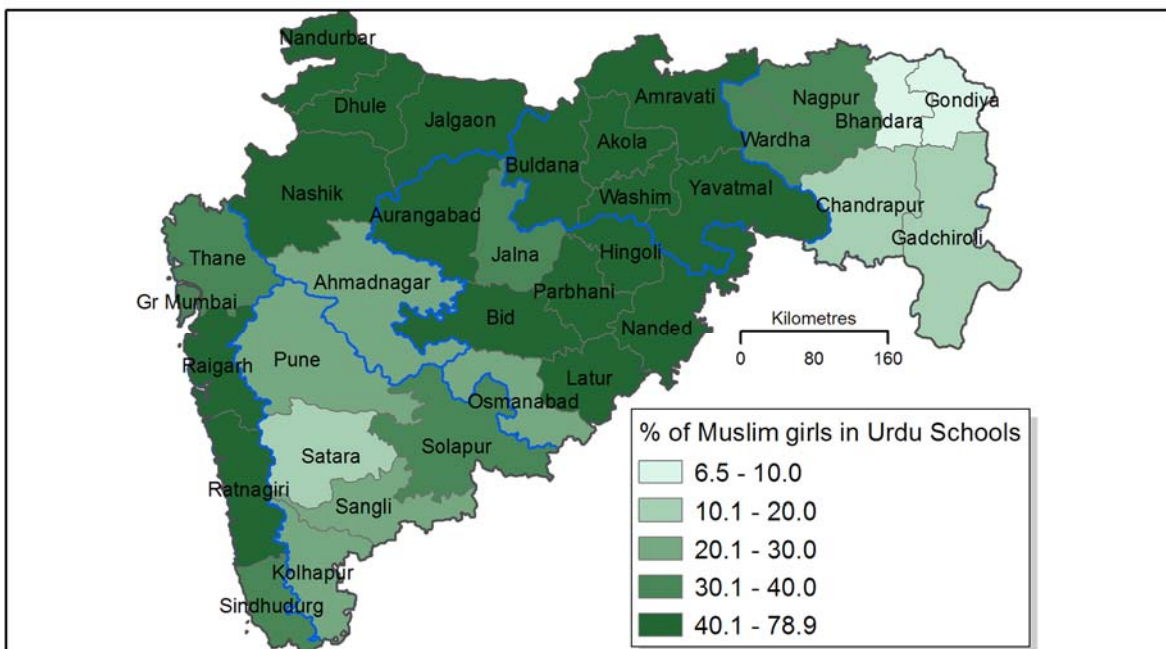


Figure 5.8: Percentage distribution of male students to the total Muslim male students enrolled in the respective districts in Marathi medium schools, 2013-14.

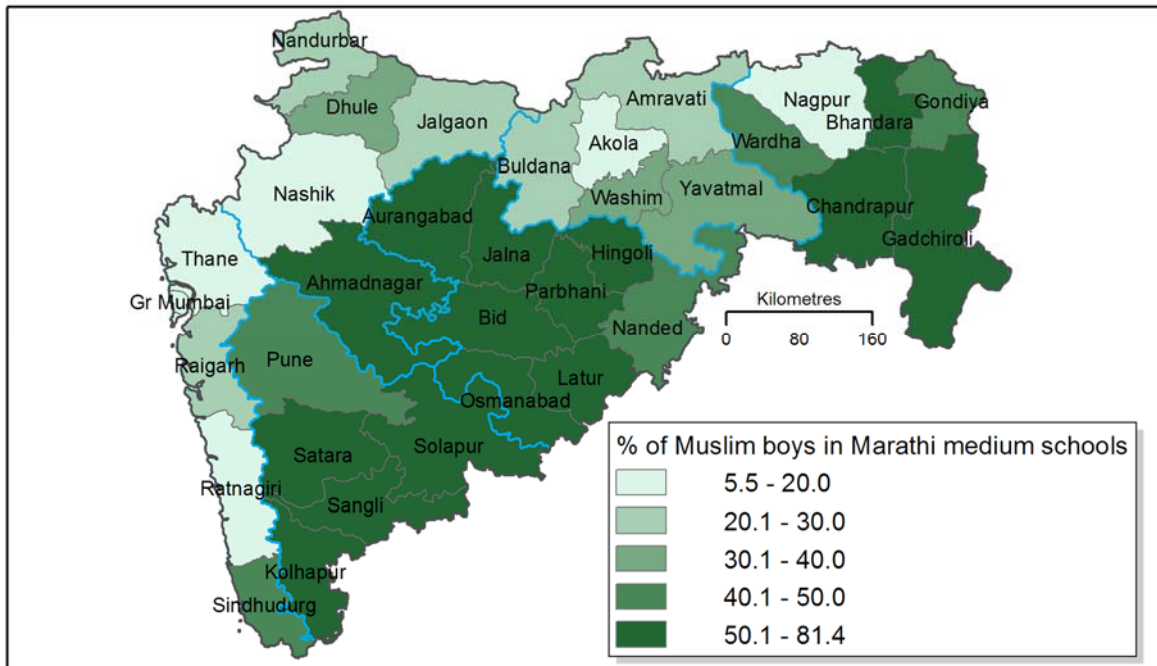


Figure 5.9: Percentage distribution of female students to the total Muslim female students enrolled in the respective districts in Marathi medium schools, 2013-14.

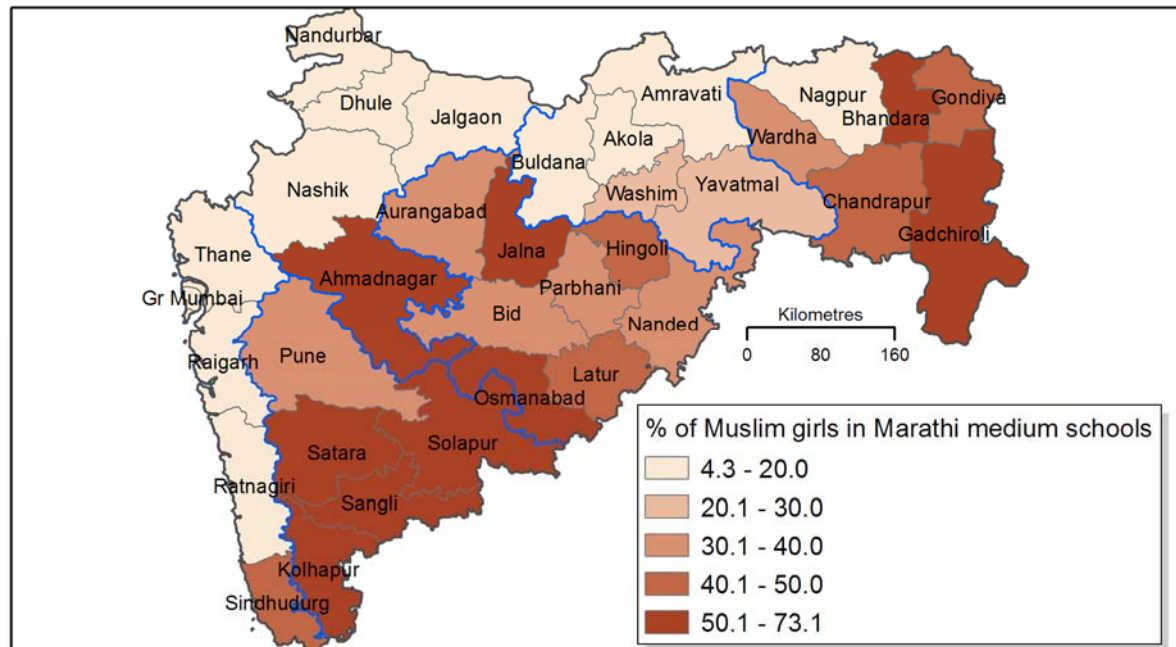


Figure 5.8: Percentage distribution of male students to the total Muslim male students enrolled in the respective districts in English medium schools, 2013-14

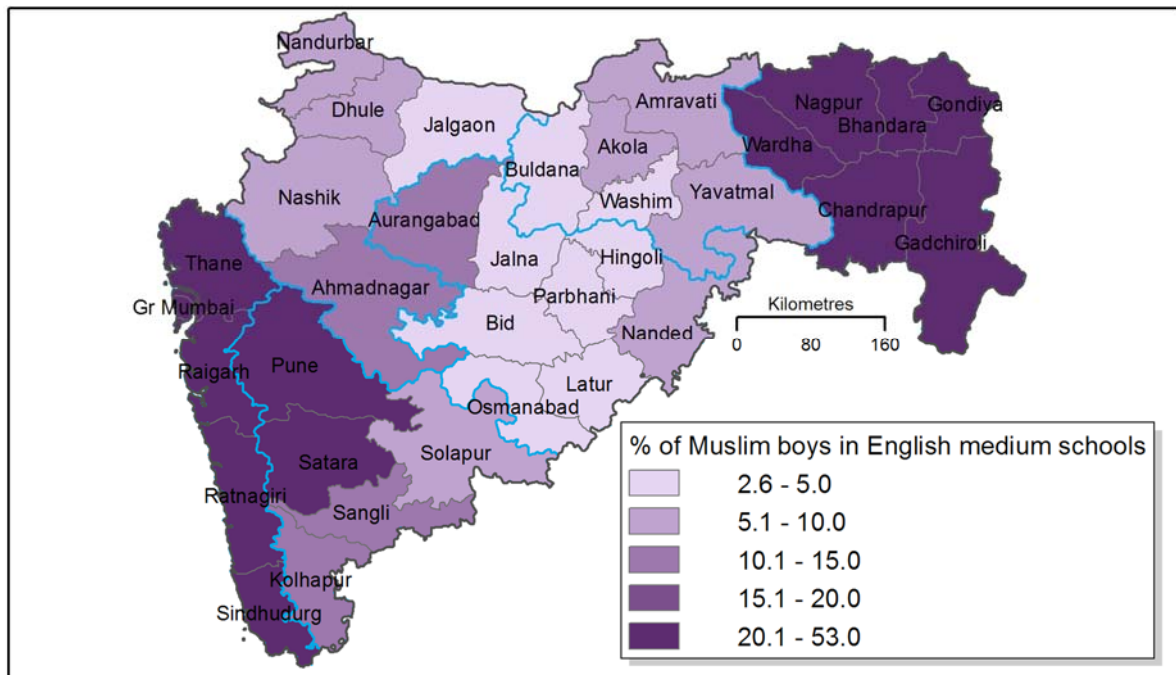
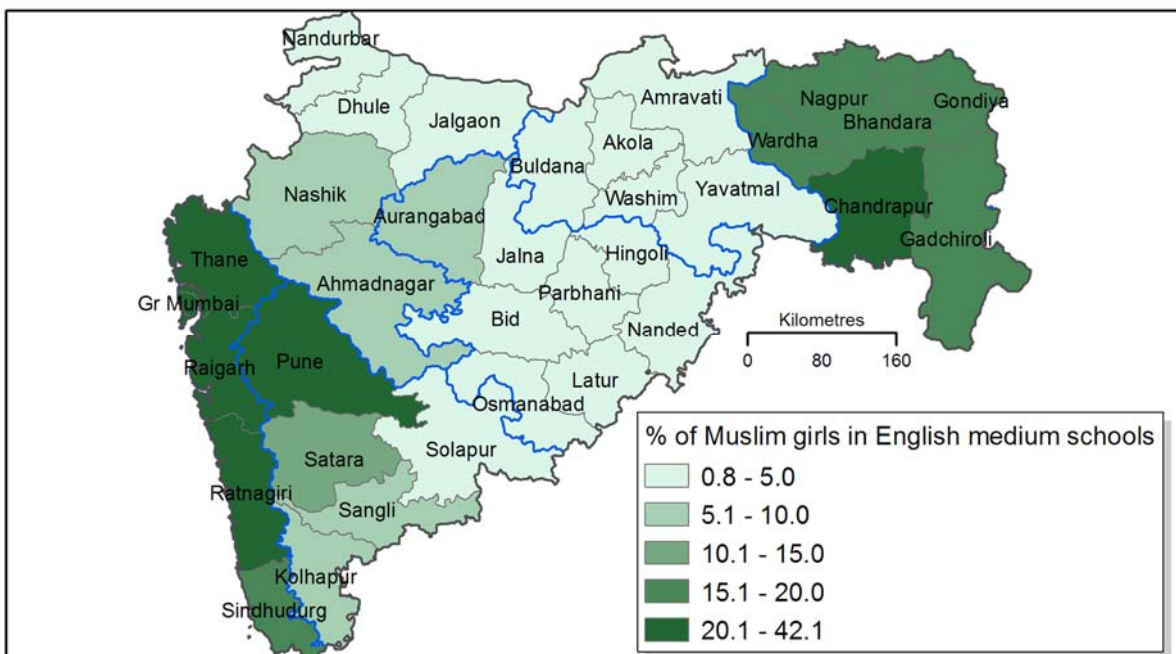


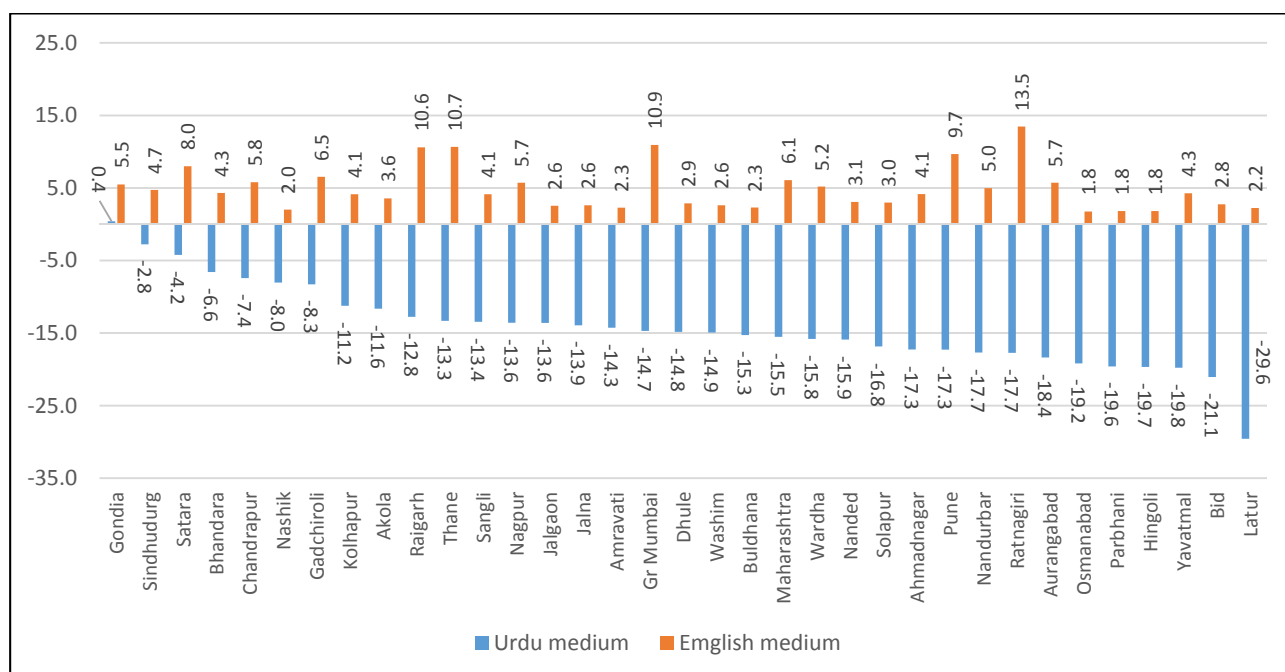
Figure 5.9: Percentage distribution of female students to the total Muslim female students enrolled in the respective districts in English medium schools, 2013-14.



As has been mentioned above, there is more preference for English medium schools for boys among Muslims in the state than for girls. While Urdu schools remain major preference for girl students in majority of the districts with sizeable Muslim population (Figure 5.10), except for Gondia districts, where enrolment of Muslim girls in Urdu medium schools is marginally less than boys. It is important to note that share of Muslim population is very small in the district. This shows up in enrolment of number of Muslim students in the district. Only total 4,901 Muslim students were enrolled in schools in the district, and out of this 2,449 and 2,452 were boys and girls respectively. The highest difference between percentage of Muslim boys and girls attending the Urdu medium schools is seen in Latur (share of Muslim boys attending the Urdu schools is -29.6% less than the percentage of Muslim girl). Latur is followed by Bid (-21.1%), Yavatmal (-19.8%), Hingoli (-19.7%), Parbhani (-19.6%) and Osmanabad (19.2%). At the state level, this difference is -15.5%. In fact, some of the major urbanised districts like Gr Mumbai (the difference is -14.7%), Thane (13.3%), Pune (17.7%) and Nagpur (13.6%) are not able escape from this patriarchal symptoms and dominance.

The percentage of Muslim boys (to the total Muslim male students enrolled in respective districts) to is higher than percentage of female students in English medium schools in the state in all the districts. This further shows male preference to access to better and modern education system in the community. However, in almost all the districts the difference is lower than the difference in Urdu medium schools between the percentages of both sexes. At the state level, difference between male students and female students attending the English medium schools is of 6.1%, and only 6 districts, namely, Satara (difference 8.0%), Raigarh (10.6%), Thane (10.7%), Gr Mumbai (10.9%), Pune (9.7%) and Ratnagiri (13.5%) have higher differences between the percentages than that at the state level.

Figure 5.10: Difference between percentage of male and female students in Urdu and English medium of schools in Maharashtra, 2013-14.



5.3 Transition Rate (%) of Muslim students in Urdu and other medium schools

However, the story is not all negative for the female students. What data reveals is the fact that retention rate of girls is higher at HSC level than boys. Table 5.3 shows that at the aggregate level despite being slightly more victim of drop out at Middle and SSC level, Muslim girls have better retention rate at HSC level. The transition rate for Muslim girls, enrolled in schools, from SSC to HSC level is 49.8% as compared 45.1% for boys. In fact, in all the four medium of schools, Urdu, Marathi, English and Hindi, in which Muslims students are mainly enrolled the transition rate of Muslim girls is higher than boys. This shows that Muslim boys drop out more than Muslim girls after SSC level. However, prior to that (at Middle and SSC levels), the rate of dropout of Muslim girls is higher than the boys.

What comes out from the data presented in Table 5.3 is the fact that at every level of education from Primary to HSC level, the share of Muslim students halves, that is about 50% at each levels are dropped out. For instance, only 53.3% of the Muslim students enrolled at Primary level are able to reach Middle level, while only 50.7% of the students enrolled at Middle level are able to reach SSC level. Further, only 47.3% of the students enrolled at SSC level are able to reach HSC level. The lowest transition rate of the students is in Hindi schools after Middle level of education. The transition rate of students enrolled in Urdu medium schools is marginally better than Hindi medium schools but much worse than English and Marathi medium schools, except from Middle to SSC levels.

Table 5.3: Transition rate of Muslim students in Marathi, English, Hindi and Marathi Medium schools, 2013-14

Medium of instruction/school	Boys			Girls			Total		
	Primary to Middle	Middle to SSC	SSC to HSC	Primary to Middle	Middle to SSC	SSC to HSC	Primary to Middle	Middle to SSC	SSC to HSC
Marathi	62.0	52.1	47.4	59.5	47.7	51.8	61.0	50.2	49.1
English	43.2	50.7	67.0	40.8	51.9	91.0	42.2	51.2	76.7
Hindi	59.4	48.6	16.9	53.2	45.4	27.6	56.7	47.3	21.2
Urdu	53.3	50.3	34.2	53.5	51.4	39.0	53.4	51.0	37.0
Total	53.9	51.0	45.1	52.7	50.3	49.8	53.3	50.7	47.3

The situation of Muslim with respect to schooling is quite pitiable in the state. Out of every 100 Muslim student enrolled in the state at Primary level, only about 13 are able to reach to HSC level and the rest 87 drop out (Table 5.4). However, girls show better retention rate and once enrolled in schools at Primary level, on an average, out of every 100 girl students enrolled at primary level about 13 are able to make up to HSC level in comparison to just about 12 boys out of 100 boys enrolled at Primary level. The retention rate is quite low in Hindi medium, followed by Urdu medium schools. Out of every 100 students enrolled in respective medium of schools, only about 6 students in Hindi medium schools, and 10 students in Urdu medium schools are able to reach to the HSC level. The situation is relatively better in English and Marathi medium schools where transition rate from Primary to HSS level is 16.6% and 15.0% respectively. Another noteworthy point is that the transition rate of girls in Urdu, English and Hindi medium schools from Primary to HSC level is higher than the boys but lower in Marathi schools.

Table 5.4: Transition rate of Muslim students by level of degree, 2013-14

Medium of Schools	Primary to SSC			Primary to HSC		
	Boys	Girls	Total	Boys	Girls	Total
Marathi	32.3	28.4	30.6	15.3	14.7	15.0
English	21.9	21.2	21.6	14.7	19.3	16.6
Hindi	28.9	24.1	26.8	4.9	6.7	5.7
Urdu	26.8	27.5	27.2	9.2	10.7	10.1
Total	27.5	26.5	27.0	12.4	13.2	12.8

Note: Total includes all medium schools.

The transition rate of Muslim students from Primary to HSC level is quite low in Urdu medium schools in central Maharashtra, below 5%, and is marginally better in most of the districts of Konkan, Amravati and Nagpur Divisions. Satara and Gadchiroli show the transition rate of Muslim students below 2% from Primary to HSC level. The regional pattern in transition rate in Urdu medium schools is also almost the same for boys and girls, except that transition rate of girls is better than boys in most of the districts of Nagpur Divisions and in districts of Pune and Amravati (Figure 10.11 through 10.13 and Tables 5.5 and 5.6). The pathetic situation of Muslims in the state can be noted from the fact that in Gr Mumbai and Aurangabad, where a large share of Muslim population in the state is concentrated, the transition rate of Muslim students from Primary to HSC level is only 4.6% and 5.8%, respectively.

Figure 10.11: Transition rate of Muslim students in Urdu medium schools from Primary to HSC level.

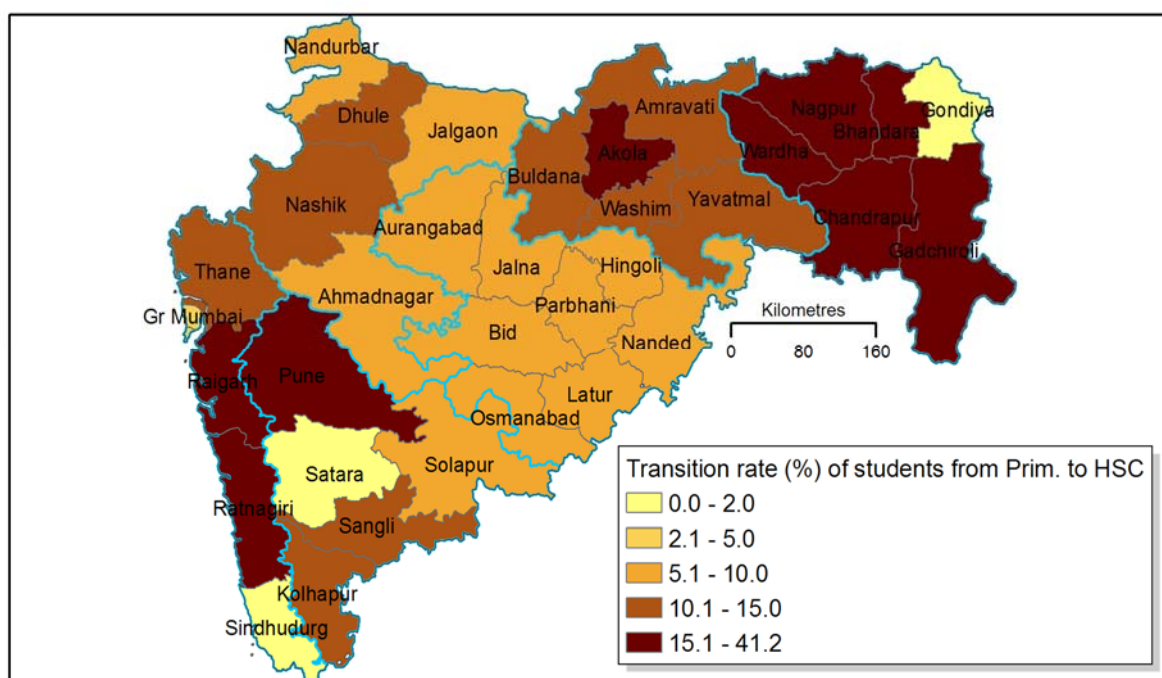


Figure 10.12: Transition rate of Muslim boys in Urdu medium schools from Primary to HSC level.

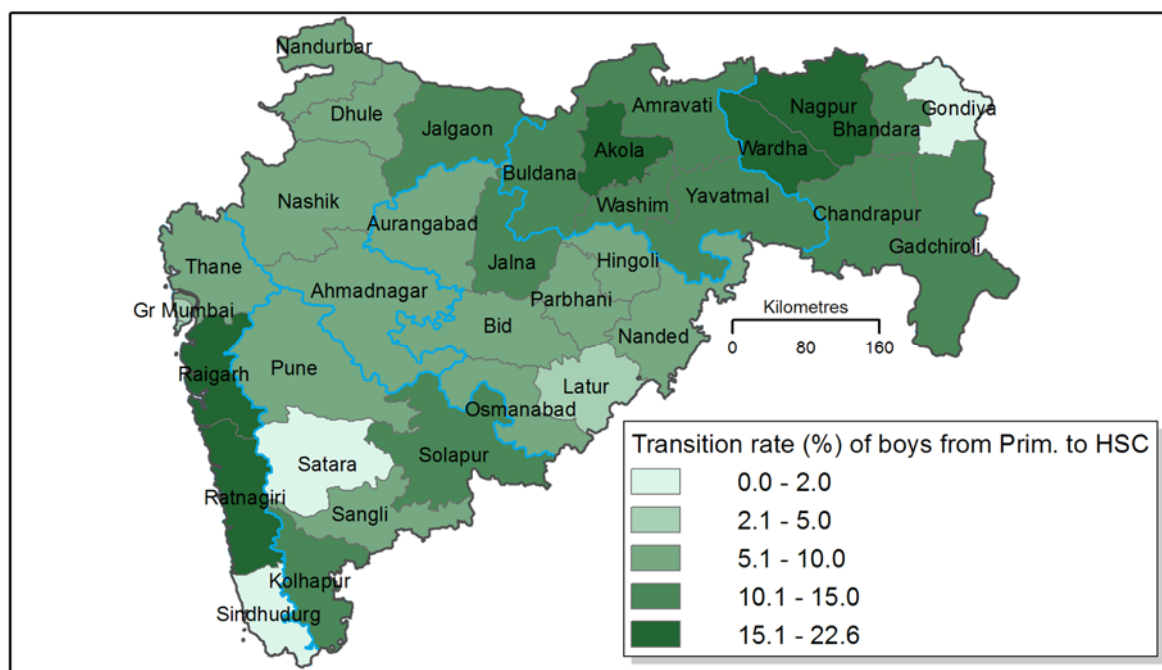


Figure 10.13: Transition rate of Muslim girls in Urdu medium schools from Primary to HSC level.

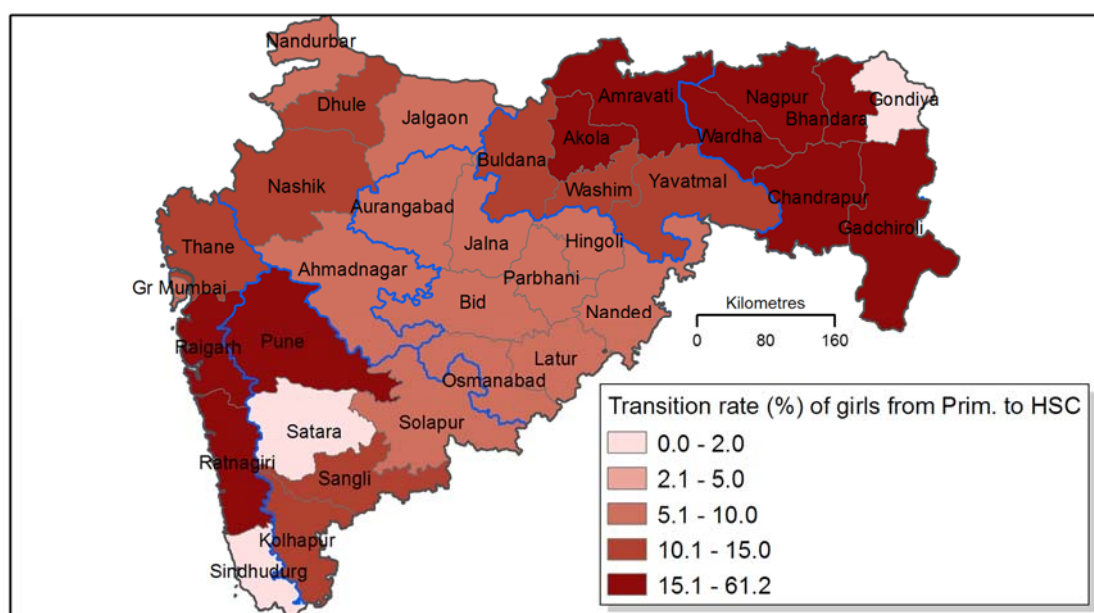


Table 10.5: Transition rate of Muslim Students in Urdu Medium Schools in Maharashtra by districts, 2013-14.

Districts	Boys			Girls			Total		
	Primary to Middle	Middle to SSC	SSC to HSC	Primary to Middle	Middle to SSC	SSC to HSC	Primary to Middle	Middle to SSC	SSC to HSC
Nandurbar	46.0	53.6	37.6	49.0	55.2	33.2	47.6	54.5	35.2
Dhule	57.8	50.6	31.6	52.8	48.5	44.1	55.1	49.5	38.0
Jalgaon	56.2	47.8	40.9	54.0	45.7	36.9	55.0	46.7	38.9
Buldhana	53.2	47.2	52.9	52.2	46.7	50.6	52.6	46.9	51.7
Akola	58.0	49.5	54.7	58.6	46.5	59.6	58.3	47.9	57.3
Washim	58.1	51.5	49.6	57.8	53.4	44.9	58.0	52.5	47.0
Amravati	56.9	52.8	38.2	59.9	57.6	50.4	58.5	55.4	45.1
Wardha	69.5	53.8	50.2	58.2	61.5	82.8	62.6	58.2	69.8
Nagpur	69.9	58.3	55.5	70.1	62.6	68.1	70.0	60.7	62.9
Bhandara	61.2	78.0	21.9	68.9	76.1	116.7	65.9	76.8	81.4
Gondia	47.4	59.5	0.0	52.1	42.1	0.0	49.7	50.7	0.0
Gadchiroli	40.9	125.9	20.6	50.4	63.1	129.3	47.2	81.5	80.0
Chandrapur	40.4	51.7	72.0	40.3	56.0	79.8	40.3	54.4	77.0
Yavatmal	53.4	50.2	41.4	55.0	52.4	44.7	54.3	51.5	43.3
Nanded	43.1	46.0	30.6	51.8	47.6	33.5	48.0	47.0	32.4
Hingoli	43.6	44.5	26.6	50.4	47.6	38.4	47.6	46.4	34.0
Parbhani	32.9	50.7	41.7	41.9	54.5	35.1	37.9	53.0	37.5
Jalna	42.0	64.6	38.1	45.5	52.4	37.9	44.0	57.3	38.0
Aurangabad	48.1	49.9	23.0	50.5	49.6	24.1	49.5	49.7	23.7
Nashik	53.0	45.7	41.2	54.6	48.8	46.8	53.8	47.3	44.2
Thane	60.6	50.3	30.0	56.0	54.0	35.6	58.0	52.3	33.2
Gr. Mumbai	53.7	51.4	14.5	52.5	54.6	17.7	53.0	53.2	16.4
Raigarh	65.7	65.2	52.7	58.1	61.8	60.4	61.3	63.3	56.8
Pune	75.6	47.1	17.3	65.1	53.8	67.3	68.9	51.2	49.2
Ahmadnagar	53.5	45.8	27.2	51.6	52.0	22.6	52.3	49.8	24.1
Bid	39.8	44.3	36.5	47.2	41.4	51.3	44.0	42.5	45.3
Latur	39.7	41.2	22.8	46.6	45.8	38.9	44.3	44.4	34.4
Osmanabad	46.8	55.4	28.3	51.5	49.0	28.2	50.0	50.9	28.2
Solapur	54.6	53.8	35.5	46.1	47.0	26.5	49.2	49.8	30.4
Satara	48.3	25.6	0.0	45.9	44.3	0.0	47.0	35.5	0.0
Ratnagiri	77.3	65.3	36.2	69.3	55.9	41.6	72.4	59.8	39.1
Sindhudurg	58.5	77.9	0.0	73.3	72.1	0.0	65.3	74.9	0.0
Kolhapur	53.9	49.0	49.9	54.7	47.7	50.8	54.4	48.2	50.5
Sangli	71.7	68.3	20.3	52.4	60.9	38.1	59.1	64.0	30.1
Total	53.3	50.3	34.2	53.5	51.4	39.0	53.4	51.0	37.0

Table 10.6: Districts-wise transition rate (%) of Muslim students in Urdu Medium Schools by levels of degree, 2013-14

Districts	Primary to SSC			Primary to HSC		
	Boys	Girls	Total	Boys	Girls	Total
Nandurbar	24.7	27.1	26.0	9.3	9.0	9.1
Dhule	29.2	25.6	27.3	9.2	11.3	10.3
Jalgaon	26.8	24.7	25.7	11.0	9.1	10.0
Buldhana	25.1	24.3	24.7	13.3	12.3	12.8
Akola	28.7	27.3	27.9	15.7	16.3	16.0
Washim	29.9	30.9	30.4	14.8	13.9	14.3
Amravati	30.1	34.5	32.4	11.5	17.4	14.6
Wardha	37.4	35.8	36.4	18.8	29.6	25.4
Nagpur	40.8	43.9	42.5	22.6	29.9	26.8
Bhandara	47.8	52.4	50.6	10.4	61.2	41.2
Gondia	28.2	21.9	25.2	0.0	0.0	0.0
Gadchiroli	51.5	31.8	38.5	10.6	41.1	30.8
Chandrapur	20.9	22.6	21.9	15.0	18.0	16.9
Yavatmal	26.8	28.8	27.9	11.1	12.9	12.1
Nanded	19.8	24.7	22.5	6.1	8.3	7.3
Hingoli	19.4	24.0	22.1	5.2	9.2	7.5
Parbhani	16.7	22.8	20.1	7.0	8.0	7.5
Jalna	27.1	23.8	25.2	10.3	9.0	9.6
Aurangabad	24.0	25.1	24.6	5.5	6.0	5.8
Nashik	24.2	26.6	25.5	10.0	12.5	11.3
Thane	30.5	30.2	30.3	9.2	10.8	10.1
Gr. Mumbai	27.6	28.6	28.2	4.0	5.1	4.6
Raigarh	42.8	35.9	38.8	22.5	21.7	22.0
Pune	35.6	35.0	35.2	6.2	23.6	17.3
Ahmadnagar	24.5	26.8	26.0	6.7	6.1	6.3
Bid	17.6	19.6	18.7	6.4	10.0	8.5
Latur	16.4	21.3	19.7	3.7	8.3	6.8
Osmanabad	25.9	25.3	25.5	7.3	7.1	7.2
Solapur	29.4	21.7	24.5	10.4	5.7	7.4
Satara	12.4	20.3	16.7	0.0	0.0	0.0
Ratnagiri	50.5	38.7	43.3	18.3	16.1	16.9
Sindhudurg	45.5	52.9	48.9	0.0	0.0	0.0
Kolhapur	26.4	26.1	26.2	13.2	13.3	13.2
Sangli	49.0	31.9	37.8	9.9	12.1	11.4
Total	26.8	27.5	27.2	9.2	10.7	10.1

Note : 0.0 shows less than 0.1%.

5.4 Difference between Transition rate in Urdu and Marathi medium of Schools

There is considerable difference in transition rate of students in Urdu and Marathi medium of schools in the state. The transition rate in Urdu schools is lower than the Marathi schools. The transition rate in Urdu schools from Primary to SSC level is lower by -3.4% than that in Hindi medium schools, while it is lower by -5.0% from Primary to Secondary level (Table 10.7). The difference in transition rate between boys in Urdu medium and Marathi medium schools is higher than that for girls at the state level. Only is Bhandara, Nagpur, Jalna, Pune, and Nanded the transition rate of students from Primary to HSC level is higher in Urdu medium schools than those for Marathi medium schools (Figure 10.14).

Figure 10.14: Difference in Transition rate of Muslim students from Primary to SSC and Primary to HSC level, 2013-14.

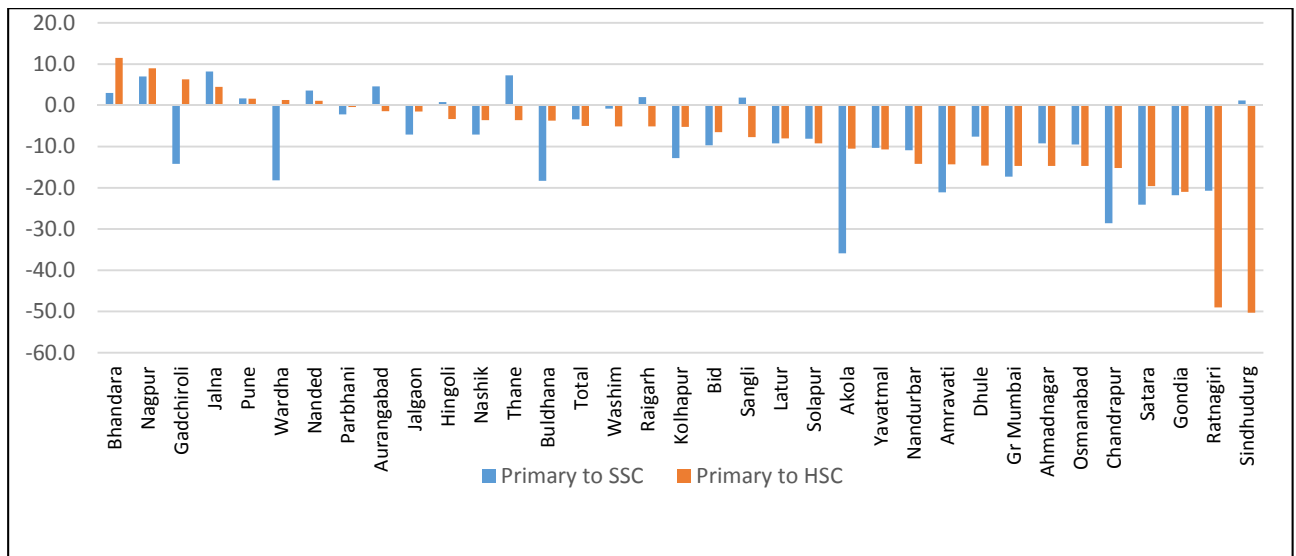


Table 10.7: Difference between transition rate of Muslim students in Urdu and Marathi medium Schools, 2013-14.

Districts	Primary to SSC			Primary to HSC		
	Boys	Girls	Total	Boys	Girls	Total
Nandurbar	-14.8	-4.9	-10.9	-17.4	-8.2	-14.2
Dhule	-6.9	-7.2	-7.6	-16.2	-12.9	-14.6
Jalgaon	-8.9	-3.2	-7.1	-0.7	-1.9	-1.5
Buldhana	-17.0	-20.5	-18.3	-3.2	-3.9	-3.7
Akola	-24.0	-58.6	-35.9	-11.5	-9.1	-10.5
Washim	-5.7	5.9	-0.8	-4.5	-5.6	-5.1
Amravati	-21.9	-22.1	-21.1	-15.9	-14.3	-14.3
Wardha	-22.2	-12.7	-18.2	-4.5	4.4	1.3
Nagpur	2.7	11.3	7.0	3.2	14.0	9.0
Bhandara	-0.6	5.6	3.0	-17.1	29.3	11.5
Gondia	-22.0	-21.9	-21.8	-19.8	-22.2	-21.0
Gadchiroli	-0.9	-21.0	-14.2	-13.8	16.5	6.3
Chandrapur	-34.1	-23.0	-28.6	-12.8	-18.7	-15.2
Yavatmal	-12.2	-8.2	-10.3	-8.9	-14.5	-10.7
Nanded	-0.6	7.6	3.6	-0.4	2.4	1.1
Hingoli	-2.9	4.3	0.8	-6.6	-0.2	-3.3
Parbhani	-8.1	4.1	-2.2	-1.2	0.5	-0.4
Jalna	6.5	11.1	8.2	3.7	5.8	4.5
Aurangabad	1.3	8.5	4.6	-3.6	1.3	-1.4
Nashik	-10.9	-2.6	-7.1	-3.8	-4.0	-3.6
Thane	5.8	9.2	7.3	-5.5	-1.7	-3.6
Gr Mumbai	-22.7	-11.2	-17.3	-17.9	-11.0	-14.7
Raigarh	2.9	2.4	2.0	-4.0	-6.1	-5.1
Pune	-1.2	5.2	1.7	-10.0	8.3	1.6
Ahmadnagar	-12.2	-6.6	-9.2	-15.7	-13.1	-14.7
Bid	-11.9	-7.0	-9.7	-9.1	-4.0	-6.5
Latur	-13.4	-6.0	-9.2	-10.9	-6.9	-8.0
Osmanabad	-7.7	-11.7	-9.5	-12.4	-17.9	-14.7
Solapur	-4.8	-8.8	-8.1	-6.7	-10.3	-9.2
Satara	-28.4	-20.5	-24.1	-17.8	-21.4	-19.6
Ratnagiri	-15.4	-23.0	-20.7	-49.1	-48.1	-49.0
Sindhudurg	-2.6	5.6	1.2	-47.5	-53.5	-50.3
Kolhapur	-13.2	-12.2	-12.8	-3.4	-7.3	-5.2
Sangli	13.2	-4.1	1.9	-6.6	-10.1	-7.7
Total	-5.5	-0.9	-3.4	-6.1	-4.0	-5.0

5.5 Summing up

Urdu has come to be associated with Muslims in India. Socio-economic and political marginalisation of Muslims has also been largely associated with marginalisation of Urdu language. The language has lost its space in larger economic and political sphere and has only remained as the language of poets and novelists. Bollywood which provided major platform to Urdu is now shifting to Hindi and English. In this changing environment, a large section of Muslims in many part of the state still remain stuck with the language. Muslims see Urdu as a language of their religious discourse, a language in which the syncretic culture of India is interwoven, and also a language in which their larger culture is embedded. Although, some of the states in the country, like Maharashtra, have attempted to provide education to minorities like Muslims in Urdu language and as such have promoted Urdu Schools at different levels, the language has not been linked with the larger social, political and economic lives of the state. The situation is such that students passed out from Urdu medium schools struggle to find employment except as teacher in Urdu schools.

Despite this, a large section of Muslim population in the state send their children to Urdu medium schools. At present, the share of Muslim students attending the Urdu medium schools from Primary to HSC level is about 46%, which constitutes about 95% of the total students in Urdu medium schools in the state. However, not all is well with these schools. There are very significant dropout rates from these schools. On an average, only 10 students out of every 100 students enrolled at primary level in these schools reach to HSC level. While in Marathi medium schools for Muslim students this transition rate is about 15%. Further, Muslim community send more girl students to these Urdu medium schools than boys. However, at the higher level from SSC to HSC the transition rate of girl students is better than the boys. This shows that Muslim boys often drop out from these schools due to economic reasons while girls continue to study. This trend of girls pursuing higher education in Muslims has been special hallmark of this new century. There is also regional dimension in share of enrolment of Muslims students in the state. More than two-third of the Muslim students in the state in northern Maharashtra and specifically in Nashik, Amravati and Konkan Divisions are enrolled in Urdu mediums schools, while in south central Maharashtra more than 40% of them go in Marathi medium schools. The share of Muslim students going to Urdu medium schools is more than 30% in most of the districts of Konkan region and in Pune district.

Chapter 6

Adequacy, Inadequacy and Qualification of Teachers in Urdu Medium Schools

6.1 Introduction

Teachers form backbone of the teaching and schooling system. We cannot imagine schools without teachers. The availability of appropriate number with right qualification is key to the success of learning process and imparting knowledge to the students. It has been argued that for an effective teaching the student-teacher ratio ideally be 30:1, that is there should be at least one teacher for every 30 students. Also, these should be appropriately trained so that they are able to understand the child psychology and thus are able to effectively engage the students in learning process. It has also been argued that as far as possible there should not be any single teacher schools. In case of single teacher in a school, even when the number of students is less than 30, the teacher will also need to take care of administrative responsibility and will not be effectively focus on his teaching. Given that most of the schools have more than two grades and therefore even two teacher schools are also not considered good for effective imparting of education to students as one of them possibly be busy in most of the time in management of the school. Further, from the management and finance point of view, there are different types of school. Those which are directly managed by the Government or its related bodies and funded by the government. Other schools are managed by private bodies, trust or by individuals, but some of them can be aided by the government as salaries for the teachers and other employees may be coming from the government, and then can also be unaided or unrecognised by the government. In this chapter, we examine the adequacy, inadequacy of teachers in schools from the abovementioned perspective.

6.2 Schools with Single or two teachers

As has been mentioned above, single and two teacher schools are considered appropriate for effective imparting of education among the students. A comparison among schools offering education in different languages show that in Maharashtra 3.4% of the Urdu medium schools are run by only single teacher while two teachers schools are 15.4% (Table 6.1). Among the four mediums of schools, Marathi, English, Urdu and Hindi, in which more than 99% of the students are enrolled in the state, the share of single teacher schools is highest in Urdu medium. In Marathi and English medium schools, it is 1.8% while in Hindi medium it is 1.3%. This shows that Urdu schools need more teacher to effectively manage the teaching process. The share of Urdu medium schools with two teachers is also very high. Total 15.4% of the Urdu medium schools in the state have only 2 teachers. However, share of two teacher schools is lower in Urdu medium schools than that of Marathi medium schools. About 40% of the Marathi medium schools are 2 teacher schools. However, in English medium, the two

teacher schools are only 4.6%. This is one of the reasons why the quality of teaching in Urdu and Marathi medium schools in the state is not up to expected level.

Table 6.1: Share of schools with 1 or 2 teachers by medium of instruction, 203-14

Medium of school	Government schools			Private Schools									Total		
				Private aided			Unaided			Unrecognised					
	Number of teachers		Total No. of schools	Number of teachers		Total No. of scho-ols	Number of teachers		Total No. of sch-ools	Number of teachers		Total No. of schools			
	1	2		1	2		1	2		1	2		1	2	
Marathi	2.3	53.8	63451	0.2	1.6	18689	2.0	4.9	5054	3.8	10.3	185	1.8	39.7	87379
English	4.4	8.8	317	0.7	2.0	683	1.6	4.3	8554	5.7	10.8	474	1.8	4.6	10028
Hindi	2.7	18.3	677	0.5	1.3	638	0.0	2.5	394	11.1	5.6	18	1.3	8.3	1727
Urdu	5.5	27.2	2567	0.1	0.6	1418	2.4	5.3	890	5.6	11.1	18	3.4	15.4	4893
Gujarati	10.0	31.7	120	0.6	4.9	162	10.3	6.9	29			0	5.1	15.4	311
Bengali	0.0	20.4	54	0.0	0.0	2			0			0	0.0	19.6	56
Kannada	0.4	50.0	262	0.0	0.0	71	0.0	0.0	11			0	0.3	38.1	344
Sindhi	33.3	50.0	6	0.0	16.7	18	0.0	0.0	4			0	7.1	21.4	28
Tamil	4.7	23.3	43	25.0	25.0	4	0.0	0.0	2			0	6.1	22.4	49
Telugu	10.1	29.0	69	11.1	0.0	9	20.0	0.0	5			0	10.8	24.1	83
Total	2.4	52.1	67566	0.3	1.5	21694	1.8	4.5	14943	5.3	10.5	695	1.9	34.6	104898

Note: data for 70 schools is not available on number of teachers. Out of this 7 are Urdu medium schools.

One may expect that the single and double teacher schools will be more in private managed schools, but data reveals that these are government managed schools which have the highest number and share of single and double teacher schools. Of the total 2,567 government Urdu medium schools in the state, for which information is available, 5.5% (140 schools) are single teacher schools and 27.2% (698) are double teacher schools. Thus, effectively, about one-third of the total government managed schools Urdu schools are fit for effective teaching in the state. The share of such schools is more than half of the total schools in Marathi medium, while it is the least in English medium schools. There were total 890 unaided Urdu medium schools in the state in 2013-14 for which data is available. Total 2.4% and 5.3% of these unaided Urdu schools are single and double teacher managed schools, respectively. The number of unrecognised Urdu medium schools in the state is quite small, that is only 18 and out of this 1 school is single teacher school while two schools have two teachers. The share of single and two teacher school is quite small in private aided schools.

Table 6.1: District-wise distribution of number of single and two teacher Urdu medium schools in Maharashtra, 203-14

Medium of school	Government schools			Private Schools									Total		
				Private aided			Unaided			Unrecognised					
	Number of teachers		Total No. of schools	Number of teachers		Total No. of schools	Number of teachers		Total No. of schools	Number of teachers		Total No. of schools			
	1	2		1	2		1	2		1	2				
Nandurbar	4	11	35	0	0	16	0	0	11	0	0	0	4	11	62
Dhule	2	8	39	0	0	38	0	0	8	0	0	0	2	8	85
Jalgaon	9	68	232	0	0	75	1	1	25	0	1	1	10	70	333
Buldhana	3	61	162	0	0	45	4	1	54	0	0	1	7	62	262
Akola	5	43	147	0	0	61	1	0	49	0	0	0	6	43	257
Washim	5	26	71	0	0	29	1	0	23	0	0	0	6	26	123
Amravati	12	60	187	0	0	66	1	5	37	0	0	1	13	65	291
Wardha	3	10	21	0	0	8	0	2	9	0	0	0	3	12	38
Nagpur	1	10	53	1	1	53	2	1	19	0	0	0	4	12	125
Bhandara	0	0	4	0	0	1	0	0	0	0	0	0	0	0	5
Gondia	0	0	0	0	0	2	0	0	1	0	0	0	0	0	3
Gadchiroli	1	0	3	0	0	2	0	0	0	0	0	0	1	0	5
Chandrapur	3	6	13	0	0	3	0	1	5	0	0	0	3	7	21
Yavatmal	2	30	109	0	0	42	1	5	29	0	0	0	3	35	180
Nanded	0	9	26	0	1	72	1	3	44	0	0	0	1	13	142
Hingoli	0	1	11	0	1	15	0	1	16	0	0	0	0	3	42
Parbhani	2	2	15	0	0	53	0	2	82	0	0	0	2	4	150
Jalna	3	4	14	0	0	36	1	10	59	0	0	0	4	14	109
Aurangabad	2	6	32	0	1	133	4	7	125	0	0	0	6	14	290
Nashik	6	29	158	0	0	73	0	0	30	0	0	1	6	29	262
Thane	6	24	135	0	0	78	0	0	53	0	0	1	6	24	267
Gr Mumbai	2	17	241	0	1	123	0	0	31	0	0	3	2	18	398
Raigarh	22	70	157	0	0	31	0	0	9	0	0	0	22	70	197
Pune	2	6	74	1	0	34	0	0	10	0	0	2	3	6	120
Ahmadnagar	11	38	91	0	0	22	1	0	13	0	0	0	12	38	126
Bid	6	26	80	0	1	63	0	0	26	0	0	0	6	27	169
Latur	1	2	6	0	1	90	0	0	45	0	0	0	1	3	141
Osmanabad	4	2	22	0	0	24	2	4	13	0	0	1	6	6	60
Solapur	2	9	92	0	0	56	0	1	16	0	0	0	2	10	164
Satara	0	10	15	0	0	6	0	3	18	0	0	0	0	13	39
Ratnagiri	16	74	178	0	1	35	1	0	11	1	0	2	18	75	226
Sindhudurg	1	14	26	0	0	3	0	0	4	0	0	2	1	14	35
Kolhapur	1	14	73	0	0	15	0	0	3	0	1	2	1	15	93
Sangli	3	8	45	0	0	15	0	0	12	0	0	1	3	8	73
Total	140	698	2567	2	8	1418	21	47	890	1	2	18	164	755	4893

Note: information on 7 schools on number of teachers is not available.

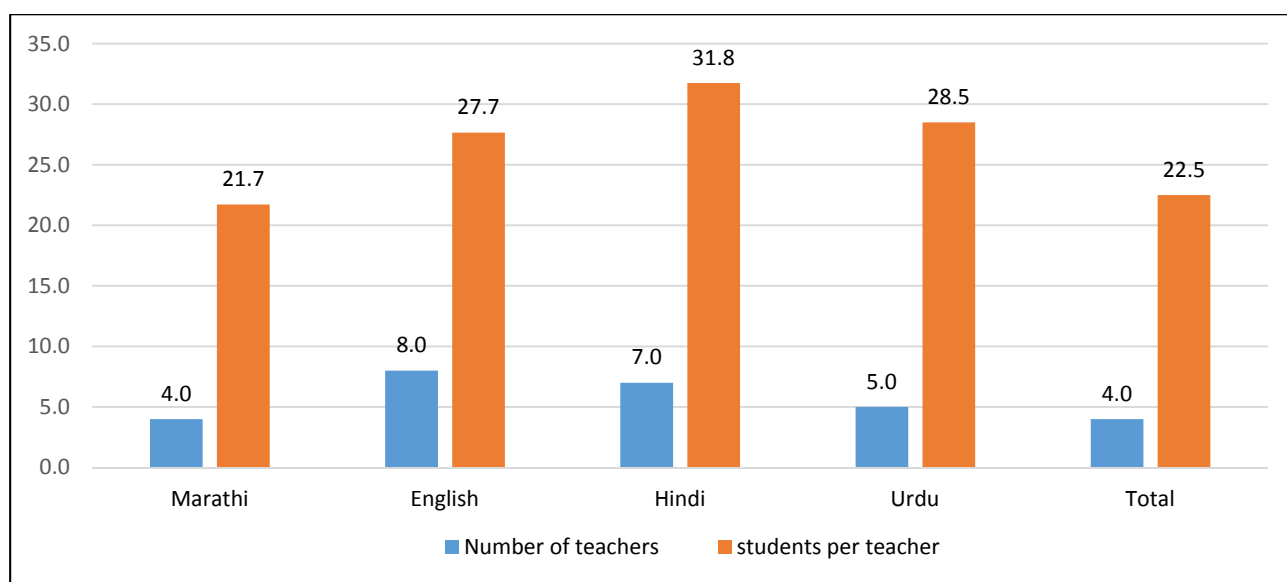
Most of the single and two teacher government Urdu schools are found in northern Maharashtra (Jalgaon, Buldhana, Akola, Washim, Amravati) and in districts of Kokan (Raigarh and Ratnagiri) (Table 6.2). This is also a fact that most of the Urdu schools are located in these districts (Table 6.2). Thus, there is a specific regional pattern in distribution of single and double teacher schools in the state, except that unaided double teacher schools are higher in Jalna.

6.3 Student-teacher ratio

The number of teachers and student-teacher ratio in Urdu medium schools is quite varied in the state. There are large number of school which have one or two teachers while there are also a few with very large number of teachers. Due to this the student-teacher ratio is also quite heterogeneous. And therefore to avoid average getting influenced by small or large outliers, we have used median as measure of average rather than mean. The median is central value of distribution and does not get affected by outliers. This is well suited for data with skewed distribution. Therefore, median values have been reported in this and chapter on infrastructure.

In terms of average number of teachers, Urdu schools are better than Marathi medium schools. Urdu schools on average have 5 teachers in comparison to 4 teachers in Marathi medium schools in the state (Figure 6.1). Student-teacher ratio for Marathi medium schools is better than Urdu schools but this ratio for Urdu schools is less than 30 (that is 28.5) and this shows that overall the condition of Urdu schools with respect to availability of teachers, except the single and double teacher schools, is quite satisfactory in the state. Average number of teacher per schools is better in English and Hindi medium schools. However, the students-teacher ratio in these schools is marginally higher than those in Urdu and Marathi medium schools.

Figure 6.1: Median number of teachers and student per teacher in Urdu medium schools vis-a-vis the same in other medium schools in the state, 2013-14.



The average number of teachers in Urdu schools is better in urban areas than rural areas (Table 6.3) and so is the case for Marathi medium schools. However, even in urban areas the average number of teacher is lower in Urdu schools. It is also a fact that about 75% of the total Muslim population which constitute about 95% of the students in Urdu schools, is

located in urban areas in the state. The average student-teacher ratio in Urdu schools located in urban areas is about 34, which is higher than generally prescribed number of students that is 30 students, per teacher. This shows that Urdu schools located in urban centres require more teachers.

Table 6.3: Median of students by facilities and student teacher ratio in schools in Maharashtra

Medium of schools	Rural		Urban		Total	
	Number of teachers	students per teacher	Number of teachers	students per teacher	Number of teachers	students per teacher
01 Marathi	3.0	20.5	8.0	31.0	4.0	21.7
02 English	5.0	20.0	8.0	32.5	8.0	27.7
03 Hindi	6.0	24.7	8.0	33.6	7.0	31.8
04 Urdu	3.0	20.3	7.0	33.8	5.0	28.5
Total	3.0	20.5	8.0	31.6	4.0	22.5

There is definite regional pattern in distribution of student-teacher ratio in the state. The average number of students per teacher is more than 30 in most of the districts where Muslim population is concentrated. Even it is higher than 40 in Thane (Figure 6.2 and Table 6.4). The districts with student-teacher ratio of more than 30 are Dhule, Nashik, Gr Mumbai, Jalgaon, Aurangabad, Jalna, Parbhani, Hingoli, Nanded and Pune. In fact, in urban centres of many of these districts, the ratio is much higher. For instance, Hingoli (student-teacher ratio 41.4), Thane (44.9), Nashik (42.6) have the ratio above 40 in urban centres in Urdu medium schools. In comparison to Urdu medium schools, none of the districts in urban areas or at the aggregate level has the average student-teacher ratio above 40 in Marathi medium schools. The situation in English medium schools is further better.

Figure 6.2: Median of student-teacher ratio in Urdu schools by districts, 2013-14

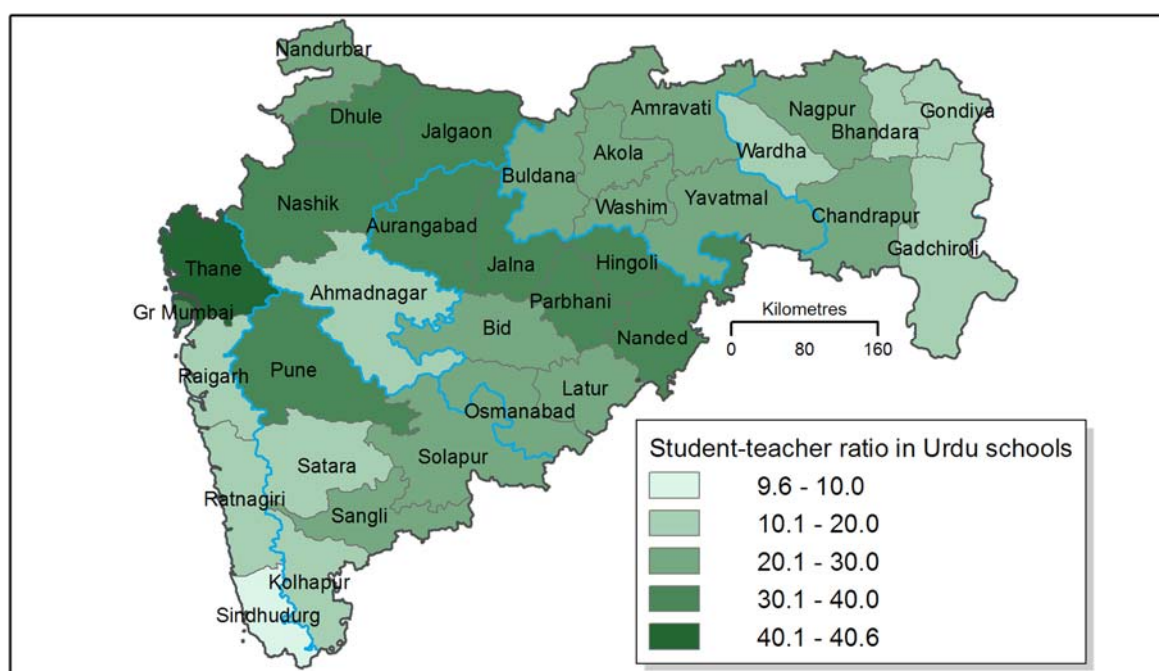


Table 6.4: Median of students / teaches in Urdu, Marathi, and English mediums schools by districts, 2013-14

District	Rural				Urban				Total			
	Urdu	Marathi	English	Total	Urdu	Marathi	English	Total	Urdu	Marathi	English	Total
Nandurbar	20.5	24.3	19.5	24.0	33.2	34.0	27.3	33.4	27.9	25.0	20.3	25.0
Dhule	23.6	27.3	18.8	27.0	40.5	32.6	32.3	34.4	33.8	27.6	20.4	27.6
Jalgaon	28.0	28.3	17.0	28.0	36.8	34.7	29.4	34.3	32.0	29.0	22.3	29.0
Buldhana	24.5	24.3	19.0	24.2	38.0	34.1	31.8	34.6	28.5	24.9	23.6	25.0
Akola	22.7	20.9	22.4	21.0	31.4	27.3	30.9	28.9	27.3	21.5	26.1	22.7
Washim	20.6	24.7	28.3	24.5	31.7	34.1	29.2	32.2	25.3	25.3	29.0	25.5
Amravati	19.7	21.0	23.0	20.9	37.1	30.8	30.9	31.9	26.3	22.0	27.4	22.4
Wardha	9.0	17.0	25.2	17.0	20.0	27.0	23.4	25.0	14.1	17.5	24.0	17.9
Nagpur	25.2	16.0	22.4	16.5	27.8	25.5	25.2	26.2	27.8	18.2	23.8	20.3
Bhandara		22.5	20.8	22.5	13.7	24.2	21.8	23.0	13.7	22.5	21.5	22.5
Gondia	16.3	21.0	19.8	21.0	29.3	24.4	29.9	27.6	19.3	21.0	23.3	21.4
Gadchiroli	10.0	14.0	15.6	14.5	19.0	27.7	16.9	26.5	17.0	14.0	16.1	14.5
Chandrapur	23.8	18.5	17.6	18.4	17.8	25.7	24.9	25.2	20.5	19.0	21.5	19.3
Yavatmal	21.5	21.8	19.5	21.7	32.4	34.1	26.3	32.9	24.5	22.5	21.7	22.5
Nanded	19.4	23.0	21.1	23.0	36.0	29.3	24.0	30.3	33.2	23.9	22.5	24.0
Hingoli	29.0	26.0	17.4	25.8	41.4	33.7	21.9	33.6	32.7	26.3	21.0	26.1
Parbhani	25.8	25.9	18.8	25.7	31.4	31.0	16.8	29.1	30.8	26.7	17.6	26.5
Jalna	26.7	26.3	19.8	26.0	38.4	32.8	30.3	34.5	34.7	26.6	21.2	26.8
Aurangabad	31.0	23.4	18.0	23.4	35.2	32.1	17.5	31.0	34.1	25.0	17.6	25.0
Nashik	17.8	24.7	19.5	24.5	42.6	37.9	35.3	38.2	38.9	26.2	28.1	27.0
Thane	25.3	22.5	30.6	23.5	44.9	33.6	36.9	35.5	40.6	25.0	35.4	28.0
Gr Mumbai					34.0	25.0	41.2	32.8	34.0	25.0	41.2	32.8
Raigarh	12.8	13.0	26.9	13.0	33.7	27.7	33.4	29.6	15.0	13.4	27.7	14.0
Pune	23.0	17.0	20.2	17.4	36.6	34.8	30.3	33.7	35.4	20.4	27.9	21.9
Ahmadnagar	16.3	20.5	18.8	20.4	28.0	32.0	27.8	31.2	18.9	21.0	21.2	21.0
Bid	24.5	21.7	15.4	21.5	31.5	30.7	18.5	29.6	27.3	22.3	17.0	22.4
Latur	25.8	22.6	17.3	22.6	29.1	29.8	18.1	28.8	27.8	23.4	17.5	23.6
Osmanabad	22.8	21.6	26.0	21.6	26.9	27.0	19.1	26.8	24.1	22.2	24.1	22.3
Solapur	15.4	21.0	18.0	20.5	26.7	28.9	25.7	27.8	21.0	21.7	21.0	21.5
Satara	13.5	15.5	17.8	15.5	28.3	31.5	22.3	28.7	14.5	16.0	20.3	16.2
Ratnagiri	10.2	12.0	17.0	12.0	27.3	23.2	36.8	26.7	11.1	12.2	20.7	12.5
Sindhudurg	8.6	10.5	16.8	10.7	22.8	20.5	30.6	22.1	9.6	11.0	19.4	11.0
Kolhapur	17.6	21.1	16.6	20.7	30.3	33.1	25.9	31.5	20.0	22.4	19.0	22.0
Sangli	18.3	21.8	20.3	21.0	27.3	32.7	25.1	31.5	21.3	22.7	21.6	22.1
Total	20.3	20.5	20.0	20.5	33.8	31.0	32.5	31.6	28.5	21.7	27.7	22.5

It is also a fact that Thane has the highest average number of students per school, that is 10 teachers per school (Table 6.5). This shows that Urdu schools have large number of students in Thane district. The government need to give special attentions to these schools to bring down the student-ratio.

Table 6.5: Median number of teachers in Urdu, Marathi, English and total schools in Maharashtra, 2013-14

District	Rural				Urban				Total			
	Urdu	Marathi	English	Total	Urdu	Marathi	English	Total	Urdu	Marathi	English	Total
Nandurbar	3.5	3.0	5.0	3.0	5.0	6.0	12.0	6.0	5.0	3.0	6.0	3.0
Dhule	4.0	4.0	4.5	4.0	8.0	9.0	8.5	8.0	6.0	4.0	5.0	4.0
Jalgaon	4.0	4.0	5.0	4.0	8.0	8.0	7.0	8.0	6.0	5.0	6.0	5.0
Buldhana	4.0	5.0	5.0	5.0	8.0	8.0	7.5	8.0	5.0	5.0	6.0	5.0
Akola	4.0	4.0	5.0	4.0	8.0	7.5	7.0	8.0	6.0	5.0	6.0	5.0
Washim	4.0	5.0	5.0	5.0	8.0	8.0	6.0	8.0	5.0	5.0	5.0	5.0
Amravati	4.0	4.0	5.0	4.0	8.0	8.0	7.0	7.0	5.0	5.0	6.0	5.0
Wardha	3.0	3.0	8.0	3.0	3.0	5.0	8.0	6.0	3.0	3.0	8.0	4.0
Nagpur	4.0	3.0	7.0	4.0	7.5	8.0	6.0	8.0	7.0	4.0	7.0	5.0
Bhandara		4.0	6.0	4.0	4.0	5.0	7.0	5.0	4.0	4.0	6.0	4.0
Gondia	3.0	4.0	6.0	5.0	3.5	6.0	8.0	7.0	3.0	5.0	7.0	5.0
Gadchiroli	3.0	2.0	6.0	2.0	7.0	6.0	5.0	6.0	3.0	2.0	6.0	2.0
Chandrapur	1.0	4.0	6.0	4.0	3.5	5.0	7.0	6.0	3.0	4.0	7.0	4.0
Yavatmal	4.0	4.0	5.0	4.0	7.0	7.0	7.0	7.0	5.0	4.0	5.0	4.0
Nanded	4.0	3.0	5.0	4.0	8.0	8.0	6.5	8.0	7.0	4.0	6.0	4.0
Hingoli	7.0	5.0	4.0	5.0	7.0	7.5	6.0	7.0	7.0	5.0	5.0	5.0
Parbhani	5.0	4.0	4.0	4.0	5.0	7.0	5.0	6.0	5.0	5.0	5.0	5.0
Jalna	5.0	3.0	4.0	3.0	5.0	8.0	6.0	7.0	5.0	4.0	5.0	4.0
Aurangabad	5.0	3.0	5.0	4.0	7.0	8.0	6.0	7.0	7.0	4.0	5.0	5.0
Nashik	3.0	2.0	5.0	3.0	7.0	8.0	9.0	8.0	6.0	3.0	7.0	4.0
Gr Mumbai					8.0	8.0	8.0	8.0	8.0	2.0	8.0	5.0
Thane	3.0	2.0	8.0	2.0	10.0	9.0	12.0	10.0	10.0	9.0	12.0	10.0
Raigarh	2.0	2.0	8.0	2.0	6.0	6.0	9.5	7.0	3.0	2.0	8.0	2.0
Pune	3.0	2.0	8.0	2.0	7.0	9.0	10.0	9.0	7.0	3.0	10.0	5.0
Ahmadnagar	2.0	2.0	5.0	2.0	5.0	8.0	7.0	7.0	3.0	2.0	5.0	3.0
Bid	3.5	3.0	4.0	3.0	8.0	9.0	5.0	8.0	5.0	3.0	5.0	3.0
Latur	6.0	5.0	5.0	5.0	8.0	9.0	6.0	8.0	8.0	6.0	6.0	6.0
Osmanabad	4.0	5.0	4.0	5.0	5.0	8.0	5.0	7.0	5.0	5.0	4.0	5.0
Solapur	3.0	3.0	5.0	3.0	6.0	7.0	8.0	7.0	5.0	4.0	5.0	4.0
Satara	3.0	3.0	5.0	3.0	4.0	7.0	8.0	7.0	3.0	3.0	6.0	3.0
Ratnagiri	3.0	2.0	5.0	2.0	5.0	6.0	8.0	6.0	3.0	2.0	6.0	2.0
Sindhudurg	3.0	2.0	5.0	2.0	5.0	5.0	11.5	6.0	3.0	2.0	8.5	2.0
Kolhapur	3.0	5.0	5.0	5.0	5.0	7.0	7.0	7.0	3.0	5.0	5.0	5.0
Sangli	3.0	4.0	5.0	4.0	5.0	6.0	7.0	6.0	4.0	4.0	6.0	4.0
Total	3.0	3.0	5.0	3.0	7.0	8.0	8.0	8.0	5.0	4.0	8.0	4.0

6.4 Sex composition of teachers

There are total 36,670 teachers employed in about 4,900 Urdu schools in the state. SSA suggestions that at least 50% of the schools teachers should be women. In Urdu schools in the state, 50.1% of the teachers are women. However, not all the districts have 50% of teachers belonging to women but there exists great variation among the districts in this regard. There are some districts in the state which have percentage of female teachers in Urdu schools below 25% and such districts in the state are Jalgaon (24.8%), Buldhana (20.9%) and Washim (17.7%). However, in some of the districts, the share of female teachers is above 60% and such districts are Solapur (69.4%), Ahmadnagar (61.6%), Pune (78.5%), Mumbai (60.6%), Mumbai Suburban (68.5%), Thane (69.2%), Nashik (60.7%), Aurangabad (65.8%) and Nagpur (69.9%). The highest number of teachers employed in Urdu schools is in Mumbai

(total 1680 teachers) and Mumbai Suburban (3518). Thus Mumbai accounts for total 5198 teachers, that is 14.18% of the total Urdu teachers employed in the state.

Table 6.6: Teachers by sex in Urdu Schools, 2013-14

	Number			Percentage		
	Male	Female	Total	Male	Female	Total
Nandurbar	266	155	421	63.2	36.8	100.0
Dhule	379	306	685	55.3	44.7	100.0
Jalgaon	1693	558	2251	75.2	24.8	100.0
Buldhana	1423	375	1798	79.1	20.9	100.0
Akola	1466	515	1981	74.0	26.0	100.0
Washim	583	125	708	82.3	17.7	100.0
Amravati	1373	663	2036	67.4	32.6	100.0
Wardha	87	74	161	54.0	46.0	100.0
Nagpur	343	797	1140	30.1	69.9	100.0
Bhandara	12	12	24	50.0	50.0	100.0
Gondia	6	4	10	60.0	40.0	100.0
Gadchiroli	11	12	23	47.8	52.2	100.0
Chandrapur	49	49	98	50.0	50.0	100.0
Yavatmal	704	285	989	71.2	28.8	100.0
Nanded	693	696	1389	49.9	50.1	100.0
Hingoli	209	164	373	56.0	44.0	100.0
Parbhani	537	696	1233	43.6	56.4	100.0
Jalna	400	228	628	63.7	36.3	100.0
Aurangabad	795	1532	2327	34.2	65.8	100.0
Nashik	897	1385	2282	39.3	60.7	100.0
Thane	768	1722	2490	30.8	69.2	100.0
Mumbai Sub.	1108	2410	3518	31.5	68.5	100.0
Mumbai	662	1018	1680	39.4	60.6	100.0
Raigarh	463	391	854	54.2	45.8	100.0
Pune	210	765	975	21.5	78.5	100.0
Ahmadnagar	228	366	594	38.4	61.6	100.0
Bid	635	664	1299	48.9	51.1	100.0
Latur	721	519	1240	58.1	41.9	100.0
Osmanabad	142	204	346	41.0	59.0	100.0
Solapur	333	756	1089	30.6	69.4	100.0
Satara	95	60	155	61.3	38.7	100.0
Ratnagiri	507	410	917	55.3	44.7	100.0
Sindhudurg	75	41	116	64.7	35.3	100.0
Kolhapur	256	176	432	59.3	40.7	100.0
Sangli	180	228	408	44.1	55.9	100.0
Total	18309	18361	36670	49.9	50.1	100.0

6.5 Type of appointment of teacher

About 5% of the teacher in Urdu schools are either part-time teacher or working on contract basis. Data available show that out of the total teachers in the Urdu medium schools, 3.3% and 1.4%, respectively, were employed as contract and part-time teachers (Table 6.7). However, in some of the district the share of contract and part-time teachers is higher. Situation is specifically bad in Satara where 21.9% and 5.2% of the teachers in Urdu schools work as contract and part-time teachers, respectively. Other districts with higher proportion of higher share of contract teacher are Pune (6.8%), Bid (5.3%), Aurangabad (5.2%), Wardha (5.6%) and Nagpur (5.1%). However, districts of eastern Vidarbha (Bhandara, Gondia, Gadchiroli, and Chandrapur), where the number of employed teachers and Urdu schools are less in number, all the employed teachers in Urdu medium schools are on regular basis.

Table 6.7: Teachers by nature of appointment in Urdu and Marathi medium schools in Maharashtra, 2012-13.

District	Urdu					Marathi				
	Regular	Contract	Part-time	Others	Total	Regular	Contract	Part-time	Others	Total
Nandurbar	95.5	2.4	2.1	0.0	100.0	94.3	5.0	0.7	0.0	100.0
Dhule	98.0	2.0	0.0	0.0	100.0	95.2	3.8	1.0	0.0	100.0
Jalgaon	98.1	1.5	0.4	0.0	100.0	97.0	2.4	0.6	0.0	100.0
Buldhana	94.2	5.0	0.8	0.0	100.0	96.4	3.0	0.6	0.0	100.0
Akola	94.4	1.8	3.8	0.0	100.0	95.9	2.5	1.6	0.0	100.0
Washim	93.5	2.1	4.4	0.0	100.0	95.7	3.0	1.3	0.1	100.0
Amravati	95.9	2.8	1.3	0.0	100.0	96.5	2.2	1.3	0.0	100.0
Wardha	93.2	5.6	1.2	0.0	100.0	97.3	1.7	0.9	0.1	100.0
Nagpur	94.0	5.1	0.9	0.0	100.0	95.8	2.9	1.2	0.0	100.0
Bhandara	100.0	0.0	0.0	0.0	100.0	95.0	3.8	1.2	0.0	100.0
Gondia	100.0	0.0	0.0	0.0	100.0	95.1	3.8	0.7	0.4	100.0
Gadchiroli	100.0	0.0	0.0	0.0	100.0	93.9	4.7	1.2	0.1	100.0
Chandrapur	100.0	0.0	0.0	0.0	100.0	96.3	2.4	1.3	0.1	100.0
Yavatmal	96.0	2.5	1.4	0.1	100.0	95.3	3.9	0.7	0.1	100.0
Nanded	95.5	3.3	1.2	0.0	100.0	95.7	3.2	1.0	0.0	100.0
Hingoli	97.3	2.7	0.0	0.0	100.0	92.6	3.9	3.2	0.3	100.0
Parbhani	96.8	1.9	1.2	0.0	100.0	93.8	5.0	1.1	0.1	100.0
Jalna	93.6	4.8	1.6	0.0	100.0	92.7	6.6	0.7	0.0	100.0
Aurangabad	93.0	5.2	1.5	0.2	100.0	92.1	6.7	1.2	0.1	100.0
Nashik	99.0	0.5	0.5	0.0	100.0	96.4	3.1	0.5	0.0	100.0
Thane	97.8	2.1	0.2	0.0	100.0	94.3	4.7	1.0	0.0	100.0
Mumbai Sub.	92.7	4.4	2.9	0.0	100.0	96.9	1.3	1.8	0.0	100.0
Mumbai	95.4	3.4	1.2	0.0	100.0	94.6	3.3	2.1	0.0	100.0
Raigarh	95.7	3.6	0.7	0.0	100.0	95.1	4.2	0.6	0.1	100.0
Pune	92.8	6.8	0.4	0.0	100.0	94.3	4.6	1.1	0.0	100.0
Ahmadnagar	96.0	1.5	2.5	0.0	100.0	95.6	2.6	1.7	0.1	100.0
Bid	92.0	5.3	2.6	0.1	100.0	94.8	3.2	1.9	0.2	100.0
Latur	95.9	3.2	0.7	0.2	100.0	96.8	2.6	0.6	0.0	100.0
Osmanabad	97.4	2.6	0.0	0.0	100.0	97.5	2.0	0.5	0.0	100.0
Solapur	97.5	1.1	1.2	0.2	100.0	95.4	3.1	1.5	0.0	100.0
Satara	72.9	21.9	5.2	0.0	100.0	94.2	4.4	1.4	0.0	100.0
Ratnagiri	96.9	2.9	0.0	0.1	100.0	96.7	2.6	0.6	0.0	100.0
Sindhudurg	95.7	4.3	0.0	0.0	100.0	95.8	3.3	0.9	0.0	100.0
Kolhapur	95.1	4.2	0.5	0.2	100.0	96.2	2.0	1.5	0.2	100.0
Sangli	92.9	6.9	0.2	0.0	100.0	94.4	4.3	1.4	0.0	100.0
Total	95.3	3.3	1.4	0.0	100.0	95.3	3.5	1.1	0.1	100.0

6.6 Qualification of teacher

Qualification of the teacher matters when it come to the sharing of knowledge with students. A higher qualified teacher is expected to educated students with greater depth of knowledge. Graduation of above level of degree is expected to be higher level of qualification for the school teachers. Available data show that about 45% of the total teachers employed in Urdu medium schools in 2013-14 were with educational qualification of graduation and above: 30.3% were graduate, 13.3% post-graduate, 2% MPhil, and 0.1% PhD (Figure 6.3 and Table 6.8). Although, there is no definite district-wise pattern in distribution of teachers with level of educational qualification but in districts like Parbhani, Mumbai, Pune, Kolhapur, and Snagli, the share of teacher having graduation level of qualification is higher.

Figure 6.3: Percentage distribution of Urdu schools teacher by their academic qualification

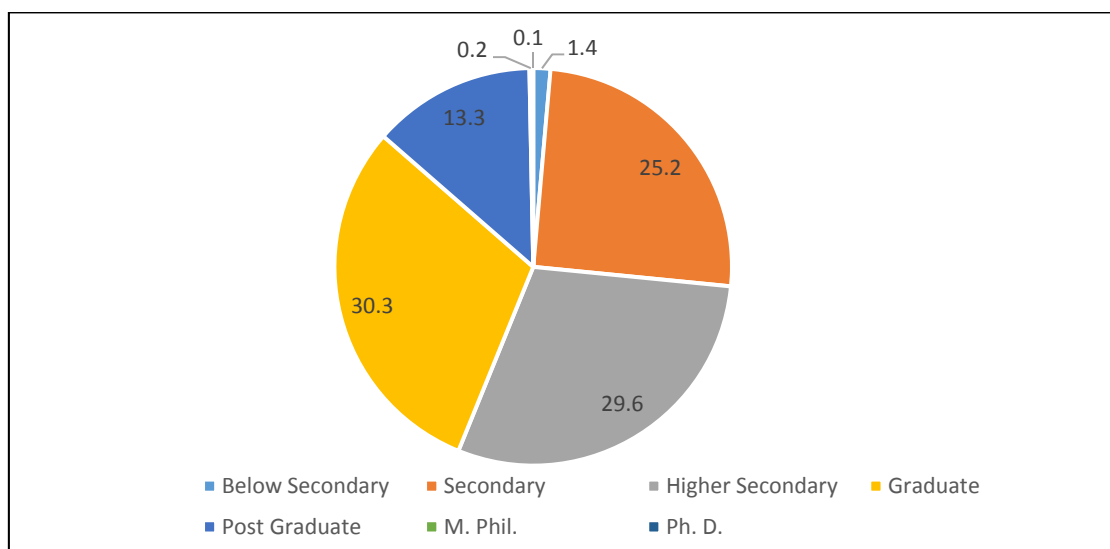


Table 6.8: Percentage distribution of teachers in Urdu medium schools by qualification, 2013-14

District	Below Secondary	Secondary	Higher Secondary	Graduate	Post Graduate	M. Phil.	Ph. D.	Post-Doctoral	Total
Nandurbar	0.0	10.9	29.0	45.4	14.3	0.0	0.2	0.2	100.0
Dhule	0.0	25.7	30.1	29.2	15.0	0.0	0.0	0.0	100.0
Jalgaon	0.0	21.9	36.7	25.8	15.4	0.0	0.1	0.0	100.0
Buldhana	3.1	24.1	33.5	26.1	12.8	0.1	0.3	0.0	100.0
Akola	2.6	18.7	34.6	30.2	13.4	0.0	0.4	0.0	100.0
Washim	0.0	16.8	39.7	30.9	12.3	0.1	0.1	0.0	100.0
Amravati	1.7	16.8	35.9	33.1	12.4	0.0	0.1	0.0	100.0
Wardha	3.7	26.7	15.5	34.8	18.6	0.0	0.6	0.0	100.0
Nagpur	0.0	26.9	25.9	25.6	20.4	0.8	0.4	0.1	100.0
Bhandara	0.0	37.5	8.3	33.3	20.8	0.0	0.0	0.0	100.0
Gondia	0.0	10.0	30.0	50.0	10.0	0.0	0.0	0.0	100.0
Gadchiroli	0.0	21.7	34.8	30.4	13.0	0.0	0.0	0.0	100.0
Chandrapur	0.0	26.5	27.6	31.6	12.2	1.0	1.0	0.0	100.0
Yavatmal	0.0	22.9	34.2	28.9	13.9	0.2	0.0	0.0	100.0
Nanded	0.0	38.7	19.9	26.9	14.2	0.2	0.2	0.0	100.0
Hingoli	0.0	34.9	31.1	28.4	5.4	0.3	0.0	0.0	100.0
Parbhani	2.2	21.9	27.4	35.0	13.0	0.5	0.1	0.0	100.0
Jalna	0.0	21.2	38.1	28.5	12.1	0.0	0.2	0.0	100.0
Aurangabad	6.7	22.1	28.9	27.2	14.9	0.1	0.0	0.0	100.0
Nashik	0.0	32.8	25.4	31.5	10.3	0.0	0.0	0.0	100.0
Thane	0.0	29.3	28.6	30.9	11.0	0.1	0.0	0.0	100.0
Mumbai Sub.	1.0	31.8	38.0	22.5	6.5	0.1	0.0	0.1	100.0
Mumbai	0.0	8.5	12.4	51.0	27.9	0.2	0.1	0.0	100.0
Raigarh	0.8	32.7	29.7	24.6	11.7	0.5	0.0	0.0	100.0
Pune	0.0	17.4	26.2	37.0	19.1	0.2	0.1	0.0	100.0
Ahmadnagar	0.0	29.8	24.6	31.6	13.8	0.0	0.2	0.0	100.0
Bid	4.1	33.5	24.9	24.2	13.2	0.1	0.0	0.1	100.0
Latur	4.4	33.1	27.2	26.9	8.3	0.2	0.0	0.0	100.0
Osmanabad	0.0	33.8	24.0	30.9	11.3	0.0	0.0	0.0	100.0
Solapur	1.6	23.7	23.0	37.4	13.3	1.0	0.0	0.0	100.0
Satara	0.0	41.9	21.9	34.2	1.9	0.0	0.0	0.0	100.0
Ratnagiri	0.0	29.9	28.1	29.9	11.5	2	0.5	0.1	100.0
Sindhudurg	0.0	18.1	43.1	26.7	12.1	0.0	0.0	0.0	100.0
Kolhapur	0.0	12.0	32.6	38.7	16.7	0.0	0.0	0.0	100.0
Sangli	0.7	13.0	24.0	44.1	18.1	0.0	0.0	0.0	100.0
Tota	1.4	25.2	29.6	30.3	13.3	0.2	0.1	0.0	100.0

6.7 Technical qualification of Urdu teachers

There are only about 0.5% of the total Urdu teachers in the state who have no special technical training required for teaching in schools. Thus, overall the situation seems to be quite good with respect to the training aspect of the teachers. Of the total teacher in Urdu schools in the state, 54.4% have diploma/certificate in BIT of 2 years or more, about 8% are having Bachelor of Elementary Education degree, about 34% are B.Ed., 1.1% have M.Ed, and the rest 2.3% have some other related technical qualification for teaching in schools (Table 6.9). What is important to note here is the fact that there is wide district-wise variation with respect to technical qualification of teachers in Urdu schools. In Pune, Raigarh, Mumbai, Thane, Jalna, Gondia, Bhandaa, Nagpur, Jalgaon, and Nadurbar, the share of teachers with B.Ed. degree is higher. Satara has the highest share of teachers, among the districts in the state, with M.Ed. degree (Table 6.9).

Table 6.9: Percentage distribution of teachers in Urdu medium schools by technical qualification, 2013-14

Districts	Diploma/certificate in BTT of ≥ 2 years	Bachelor of Elementary Education (B.El. Ed.)	B.Ed. Or equivalent	M. Ed. Or equivalent	None	Others	Total
Nandurbar	41.1	19.0	36.8	1.4	0.2	1.4	100.0
Dhule	41.5	23.6	33.9	0.4	0.0	0.6	100.0
Jalgaon	57.2	0.0	40.5	0.8	0.0	1.5	100.0
Buldhana	60.8	3.4	32.2	0.5	0.8	2.2	100.0
Akola	58.3	7.6	31.8	0.5	0.3	1.6	100.0
Washim	63.6	3.1	30.2	1.3	0.0	1.8	100.0
Amravati	53.7	11.2	31.8	0.3	0.2	2.7	100.0
Wardha	62.1	0.0	32.9	0.6	3.7	0.6	100.0
Nagpur	51.3	0.0	43.7	1.5	0.4	3.2	100.0
Bhandara	45.8	0.0	50.0	0.0	0.0	4.2	100.0
Gondia	60.0	0.0	40.0	0.0	0.0	0.0	100.0
Gadchiroli	65.2	0.0	30.4	0.0	0.0	4.3	100.0
Chandrapur	41.8	0.0	46.9	1.0	0.0	10.2	100.0
Yavatmal	48.5	18.3	31.0	0.8	0.1	1.2	100.0
Nanded	63.6	0.0	32.9	1.7	0.0	1.8	100.0
Hingoli	71.8	0.0	25.2	0.8	0.3	1.9	100.0
Parbhani	48.6	13.1	31.6	1.9	1.5	3.3	100.0
Jalna	54.6	0.0	38.7	1.9	0.0	4.8	100.0
Aurangabad	43.9	17.2	33.7	1.5	1.7	2.0	100.0
Nashik	66.8	0.0	31.6	0.8	0.0	0.8	100.0
Thane	59.0	0.0	36.7	0.8	0.2	3.2	100.0
Mumbai Sub.	63.0	14.6	19.1	1.3	0.1	2.1	100.0
Mumbai	22.7	0.0	73.8	1.0	0.0	2.5	100.0
Raigarh	60.5	0.0	35.1	1.3	1.9	1.2	100.0
Pune	56.3	0.0	39.6	1.0	0.7	2.4	100.0
Ahmadnagar	53.5	18.4	25.6	1.0	0.0	1.5	100.0
Bid	51.1	18.9	25.6	0.5	0.5	3.2	100.0
Latur	37.7	25.2	30.8	3.2	1.6	1.4	100.0
Osmanabad	67.3	0.0	30.9	0.9	0.0	0.9	100.0
Solapur	49.5	13.1	34.7	1.7	0.2	0.7	100.0
Satara	49.7	3.2	14.2	3.9	0.0	29.0	100.0
Ratnagiri	60.0	5.7	29.8	0.7	0.9	3.1	100.0
Sindhudurg	65.5	0.0	21.6	0.0	7.8	5.2	100.0
Kolhapur	54.2	15.7	27.1	2.1	0.5	0.5	100.0
Sangli	57.8	0.0	32.4	1.2	0.0	8.6	100.0
Total	54.4	7.9	33.9	1.1	0.5	2.3	100.0

6.8 Summing up

Quality and quantity of teachers matters in education system. We find that there is still about two-fifth of the total Urdu schools in the state which are having one or two teacher, while about one-third of government schools in the state have one or two teachers. Further, large number of districts with higher concentration of Muslim population have higher number of students-teacher ratio (greater than 30). There is an urgent need to recruit teachers for these schools to bring the student-teacher ratio below 30. In most of the districts of northern Maharashtra, the share of women in total teachers in Urdu medium schools is quite low. There is an urgent need to address this. This balance share of teachers from women will encourage girls to go to schools and also it can affect the overall retention rate of students. Although more than 95% of the teachers in Urdu schools are working on regular basis, there are a few districts in the state where a large proportions of the teacher are working on contract or part-time basis. Such districts are Satara, Washim, Akola, Nagpur, Pune, Jalna and Sangli. There is an urgent need to appoint these teachers on regular basis to enhance their stake in providing quality education to the children. The situation in the state is quite satisfactory with respect to educational and technical qualifications of the teacher in Urdu schools.

Chapter 7

Availability of Infrastructure in Urdu Medium Schools

7.1 Introduction

The infrastructures play important role in facilitating teaching and teaching effectively. Students and teachers require an environment, tools for facilitating understanding of issues, amenities and facilities for their personal use during the learning and teaching process. However, for a long time, due to lack of resources and political will, the infrastructures of schools have been neglected. Only a few schools catering to the need to upper class Indians, have the infrastructure comparable to the schools those of western European countries. A large section of the students in the country study without proper books, benches, blackboard, classrooms, school buildings, teachers, toilets, playgrounds etc. Many schools due to lack of buildings ask students to sit in open in tropical heat and rains, while many schools pray for their dilapidated buildings not falling down during rains. Many schools remain waterlogged during rainy season, and students and teacher negotiate this to somehow keep on learning and teaching processes going on. There are schools which have no boundary walls and as such the school premises remain open to unwanted elements, including animals. In this chapter, we attempt to examine the availability of infrastructure in Urdu medium schools in the state in comparative framework. The comparison is make with other mediums schools in order to understand whether these are only Urdu medium schools suffering from deficit of infrastructure or there is a general lack or neglect of schools in the state.

7.2: Availability of class rooms

Of the total 4899 school buildings of Urdu schools in the state for which information is available, 2571 are managed by government authorities, 1417 are aided private schools, 893 are unaided, and 18 are un-recognised schools. Out of these schools, only 3 government schools buildings and 2 unaided school buildings have been reported as dilapidated. However, the situation may more serious than what is reported by the SSA. Many of the schools, which I have personally visited across the Maharashtra, have found having dilapidated building and water leaking from roofs and walls. This requires that a serious survey of the buildings and rooms be taken by the SSA authorities.

Table 7.1: Status of buildings in Urdu schools in Maharashtra by management of schools, 2013-14

Type of building	Management				Total
	Government	Aided	Unaided	Unrecognised	
Private	1.9	33.0	32.9	33.3	16.7
Rented	11.1	65.2	64.5	55.6	36.6
Government	83.8	0.4	0.7	0.0	44.2
Government school in a rent free building	1.9	0.4	0.2	0.0	1.2
No Building	0.2	0.0	0.0	0.0	0.1
Dilapidated	0.1	0.0	0.2	0.0	0.1
Under Construction	1.0	0.5	0.7	11.1	0.8
Others	0.0	0.5	0.8	0.0	0.3
Total (%)	100.0	100.0	100.0	100.0	100.0
Total number of schools	2571	1417	893	18	4899

Only 3% of the total schools buildings in the state are shown as dilapidated in SSA data for 2013-14 (Table 7.2). Thus, the share of dilapidated buildings across different medium of schools in the state is very small. The schools are run in different types of buildings. For instance, only about 84% of the Urdu schools are currently run in government building and the rest are located in different type of ownership and 1% of them under construction. In comparison to Urdu schools, lower share of Marathi schools (only about 70%) are in located in government owned building and the share of building under construction for them is also very small. As opposed to Urdu and Marathi mediums schools, only 2.5% of the English medium schools are located in government buildings, about 47% of English schools are run in rented buildings. For English medium schools, it is expected as most of them are private managed.

Table 7.2: Percentage distribution of schools with status of building by medium of instruction, 2013-14.

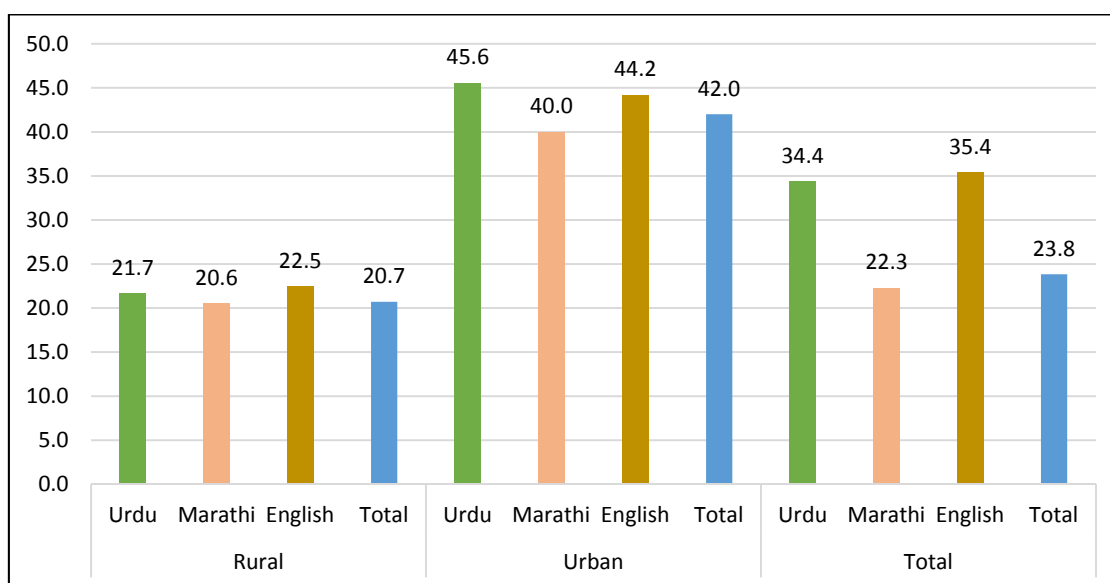
Medium of instruction	Private	Rented	Government	Government school in a rent free building	No Building	Dilapidated	Under Construction	Others	Total	No. of schools reporting
01 Marathi	10.0	18.0	69.5	1.2	0.2	0.3	0.8	0.1	100.0	87420
02 English	49.4	46.6	2.5	0.8	0.0	0.1	0.4	0.2	100.0	10043
03 Hindi	26.5	35.6	35.5	2.2	0.0	0.0	0.2	0.0	100.0	1727
04 Urdu	16.7	36.6	44.2	1.2	0.1	0.1	0.8	0.3	100.0	4899
05 Gujarati	23.5	40.5	35.7	0.3	0.0	0.0	0.0	0.0	100.0	311
06 Bengali	3.6	0.0	92.9	1.8	0.0	1.8	0.0	0.0	100.0	56
07 Kannada	9.0	17.2	72.7	0.9	0.0	0.0	0.0	0.3	100.0	344
08 Sindhi	42.9	35.7	21.4	0.0	0.0	0.0	0.0	0.0	100.0	28
09 Tamil	8.2	6.1	83.7	2.0	0.0	0.0	0.0	0.0	100.0	49
10 Telugu	12.0	6.0	73.5	7.2	0.0	1.2	0.0	0.0	100.0	83
Total	14.4	21.9	61.2	1.2	0.2	0.3	0.7	0.1	100.0	104960

7.3 Class rooms

On an average, 40 students per class room is recommended. An examination of data for the year 2013-14 shows that at the state level the average number of students per class room in

Urdu medium schools is about 34 (Figure 7.1). It is only about 22 in rural areas but about 47 in urban areas. This shows that Urdu schools located in urban areas, where more than 75% of the Muslim population is concentrated in the state and who are the main utilizers of these Urdu schools, require more rooms. In fact, in urban areas of the state, Urdu schools have the highest number of students per room. In Marathi schools it is only 40 while in English medium schools it is about 44.

Figure 7.1: Median number of students per class room in Urdu, Marathi, English medium and all schools by area, 2013-14

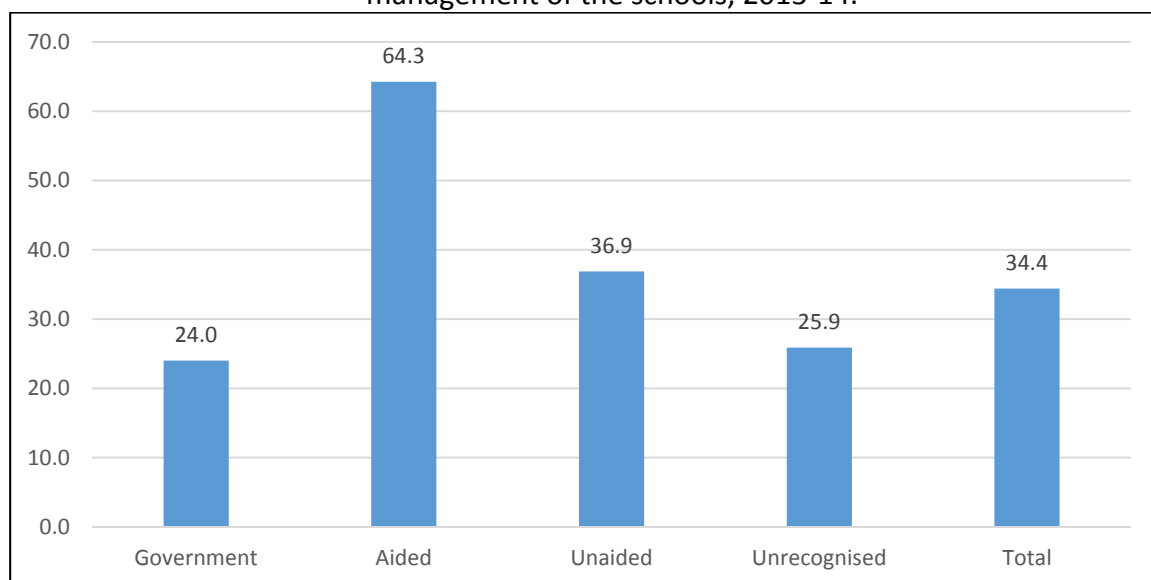


There is considerable variation in students per class room across the districts, specifically in urban areas, in the state (Table 7.3). In many of the districts the number of students per class room is above 50. Such districts are Dhule, Yavatmal, Chandrapur, Nashik, Thane, and Gr Mumbai. In fact, most of the Urdu schools having higher student per class rooms are aided schools not government schools (Figure 7.2). There may be two possible reasons for this. First, given the better quality of education in private aided schools, more number of students are going to these schools. Second, these schools are located in Muslim concentrated areas where there is huge demand of the Urdu medium education among Muslims and these schools irrespective of the educational quality students flock to these schools along with government schools. In fact, the first is more plausible reason as the personal interaction with students and teachers, it has been found that quality of teaching in private managed schools across the medium of education is better than those in government schools.

Table 7.3: Median of number of students per class rooms in Urdu, Marathi and English medium schools in rural and urban areas in the state by districts, 2013-14

District	Rural				Urban				Total			
	Urdu	Marathi	English	Total	Urdu	Marathi	English	Total	Urdu	Marathi	English	Total
Nandurbar	21.4	28.0	20.0	28.0	46.7	44.0	40.8	43.3	32.2	28.6	21.2	28.5
Dhule	23.9	29.5	16.0	28.8	55.2	47.8	42.5	47.8	39.3	30.3	21.5	30.3
Jalgaon	28.6	30.0	19.6	29.7	50.1	53.0	36.8	49.0	35.7	31.0	28.3	31.0
Buldhana	28.4	24.8	19.8	25.0	42.5	37.2	35.6	39.5	32.9	25.5	27.0	26.5
Akola	25.8	21.8	23.8	22.3	48.0	41.0	39.8	42.1	33.6	23.4	32.8	25.5
Washim	25.4	25.0	28.7	25.0	47.9	44.5	34.7	43.6	32.9	26.0	32.0	27.0
Amravati	18.7	20.8	28.1	20.8	46.9	41.8	32.3	39.6	28.4	22.5	31.0	23.6
Wardha	9.2	16.9	26.9	17.0	22.1	28.8	29.7	28.9	12.0	17.5	29.0	18.0
Nagpur	24.5	16.0	24.8	16.5	37.7	34.3	30.1	33.2	36.4	18.5	27.4	21.9
Bhandara		22.5	20.5	22.5	22.8	26.6	32.8	28.1	22.8	22.6	26.0	22.8
Gondia	49.0	21.4	20.3	21.5	40.2	30.7	36.2	31.8	49.0	21.5	25.2	22.4
Gadchiroli	10.0	13.9	19.0	14.4	35.3	28.5	19.0	22.8	12.8	14.0	19.0	14.5
Chandrapur	11.0	18.5	21.5	18.5	22.0	26.9	28.8	27.3	21.0	19.0	25.7	19.5
Yavatmal	23.8	22.2	20.0	22.2	52.9	43.0	30.4	38.3	30.0	23.0	25.5	23.5
Nanded	22.3	23.4	20.0	23.3	50.5	37.4	25.1	37.5	40.7	24.7	23.0	25.1
Hingoli	30.1	25.9	16.5	25.8	48.5	39.0	28.0	39.0	41.0	26.6	17.4	26.9
Parbhani	33.1	26.7	17.1	26.5	38.6	39.6	14.9	36.0	38.3	28.6	15.7	28.6
Jalna	38.0	24.5	18.8	24.7	46.5	43.3	30.4	42.0	41.0	25.3	23.9	26.0
Aurangabad	42.0	22.0	18.8	22.0	45.9	41.2	20.1	37.7	44.8	24.3	19.2	25.0
Nashik	21.2	24.3	22.7	24.0	44.1	50.3	43.5	47.2	41.8	26.0	31.8	27.0
Thane	30.0	21.3	45.7	22.0	63.3	44.6	50.7	48.1	55.5	24.0	49.5	29.3
Gr Mumbai					58.0	43.5	59.0	53.5	58.0	43.5	59.0	53.5
Raigarh	12.6	13.0	32.4	13.5	31.0	31.6	43.9	36.2	15.0	13.5	38.0	14.0
Pune	28.0	16.5	23.2	17.0	39.9	43.1	45.6	43.6	38.1	20.0	38.5	22.6
Ahmadnagar	16.5	20.6	23.1	20.5	31.4	40.9	32.3	38.6	20.8	21.5	24.0	21.5
Bid	27.2	21.5	16.0	21.4	45.4	43.6	24.7	40.5	35.3	22.4	18.0	22.7
Latur	31.0	24.3	13.7	24.4	35.9	35.9	21.8	34.0	33.5	26.0	17.1	26.1
Osmanabad	24.4	22.4	19.3	22.5	35.0	32.3	20.1	31.6	30.8	23.5	20.1	23.7
Solapur	18.1	21.5	16.8	21.0	31.6	36.0	37.8	34.3	24.1	23.0	23.7	22.9
Satara	11.0	16.0	23.0	16.0	26.0	36.4	32.0	33.7	14.3	16.6	27.3	17.0
Ratnagiri	10.0	11.8	20.5	12.0	30.5	19.3	47.9	28.5	11.0	12.0	26.0	12.0
Sindhudurg	10.0	10.0	24.8	10.0	21.0	17.6	37.7	21.3	12.2	10.0	26.5	10.2
Kolhapur	18.1	23.3	19.0	22.7	31.8	38.3	32.2	37.3	21.4	24.9	22.1	24.4
Sangli	18.0	23.0	21.0	22.4	40.0	39.6	41.3	40.4	27.8	24.5	29.9	24.3
Total	21.7	20.6	22.5	20.7	45.6	40.0	44.2	42.0	34.4	22.3	35.4	23.8

Figure 7.2: Median number of students per class room in Urdu medium schools by management of the schools, 2013-14.



In fact, an analysis of the number of students per class room in Urdu medium schools establishes the fact that despite their lesser number the private aided and unaided schools are more preferred by Muslims in the state across the districts (Table 7.4). In most of these schools across the districts in the state, the student per class room is higher. Among others, it also indicates that the private aided and unaided schools also suffer from the financial issues and are not able to add the number of rooms as desired to maintain healthy number of schools per class room.

Table 7.4: Number students per class room in Urdu medium schools by management of schools and district, 2013-14.

Districts	Government	Aided	Unaided	Unrecognised	Total
Nandurbar	22.0	60.5	37.8		32.2
Dhule	23.8	78.7	49.4		39.3
Jalgaon	28.6	100.0	82.0	10.0	35.7
Buldhana	27.4	80.8	60.6	55.0	32.9
Akola	24.6	72.2	52.0		33.6
Washim	22.5	61.5	49.6		32.9
Amravati	19.5	79.0	36.1	12.3	28.4
Wardha	9.2	45.7	31.3		12.0
Nagpur	25.1	49.3	33.1		36.4
Bhandara	16.5	44.0			22.8
Gondia		40.2	49.0		49.0
Gadchiroli	10.0	38.7			12.8
Chandrapur	16.4	36.9	26.5		21.0
Yavatmal	24.3	58.4	33.6		30.0
Nanded	29.7	66.7	24.3		40.7
Hingoli	34.3	48.4	41.0		41.0
Parbhani	26.0	59.3	33.8		38.3
Jalna	27.5	55.6	35.8		41.0
Aurangabad	36.4	53.4	36.1		44.8
Nashik	32.0	94.6	54.1	46.0	41.8
Thane	41.9	78.9	48.6	40.3	55.5
Gr Mumbai	51.4	67.8	46.5	40.3	58.0
Raigarh	12.0	71.8	34.0		15.0
Pune	34.4	68.9	30.0	10.4	38.1
Ahmadnagar	17.0	90.8	32.9		20.8
Bid	26.5	51.1	28.0		35.3
Latur	13.3	37.1	28.3		33.5
Osmanabad	25.8	33.4	34.5	16.3	30.8
Solapur	17.1	52.3	43.1		24.1
Satara	14.5	54.7	12.4		14.3
Ratnagiri	9.0	56.5	28.0	23.3	11.0
Sindhudurg	8.0	51.3	36.0	31.5	12.2
Kolhapur	20.0	92.0	28.7	11.7	21.4
Sangli	19.3	82.3	35.9	39.0	27.8
Total	24.0	64.3	36.9	25.9	34.4

7.4 Schools with computer facilities

In Maharashtra, there are only 7% of the total Urdu schools which have computer aided learning labs (CAL). In comparison to Urdu schools in the state, the situation in Marathi and English medium schools is even worse. However, Bengali and Gujarat medium schools which

have lesser number of schools in the state, have better share of the schools equipped with CAL (Table 7.5).

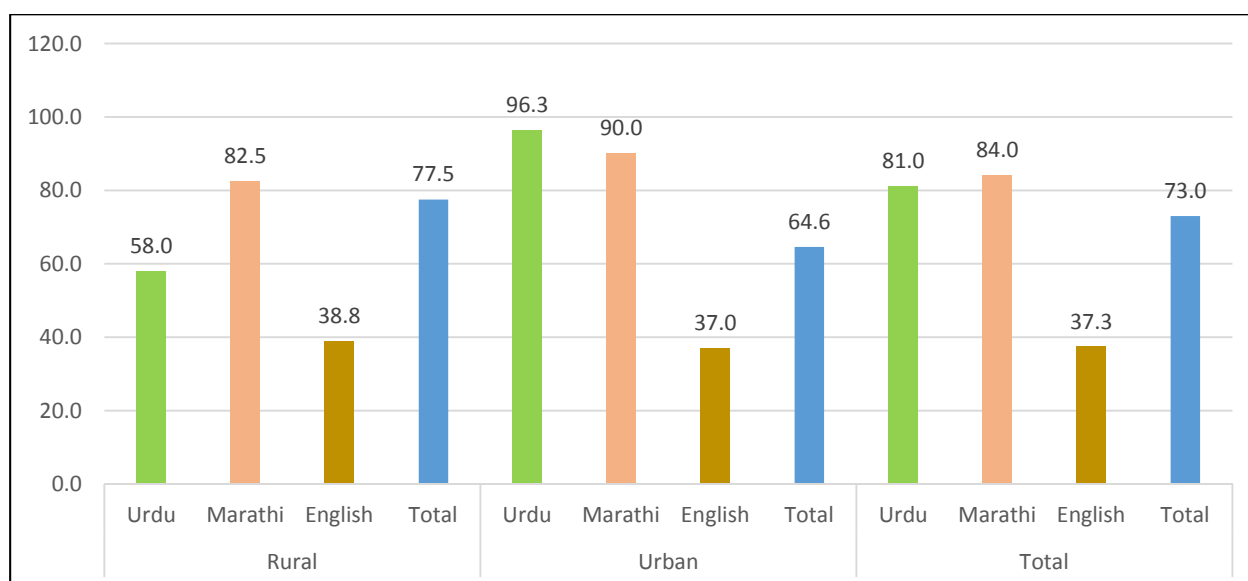
Table 7.5: Percentage of schools with functional computer aided learning lab, 2013-14

Medium of instruction	Functional Computer Aided Learning(CAL) Lab	CAL available but not functional	CAL not available	No response	Total
01 Marathi	6.97	0.03	92.96	0.03	100.00
02 English	4.58	0.04	95.28	0.10	100.00
03 Hindi	5.73	0.06	94.21	0.00	100.00
04 Urdu	7.00	0.04	92.96	0.00	100.00
05 Gujarati	8.36	0.00	91.32	0.32	100.00
06 Bengali	23.21	0.00	76.79	0.00	100.00
07 Kannada	4.36	0.00	95.64	0.00	100.00
08 Sindhi	0.00	0.00	100.00	0.00	100.00
09 Tamil	4.08	0.00	95.92	0.00	100.00
10 Telugu	4.82	0.00	95.18	0.00	100.00
Total	6.72	0.04	93.21	0.04	100.00

It is important to note that Urdu medium schools in the state are doing better than Marathi medium schools in computer ownership. There were total 81 students per functional computer available in Urdu schools in the state in 2013-14 (Figure 7.3) as opposed to about 84 students per functional computer in Marathi medium schools. The situation is far better in English medium schools, where the number of students per available compute is much lower, about 37 students per functioning computer. However, it must be noted that most of the computer in Urdu schools are often used for official purpose or by the teachers. They are least accessible to students. There is a need to urgently upgrade the infrastructure of the Urdu schools and introduced modern technologies like computer. This will go a long way in keeping the Urdu schools and students educated from these schools relevant to the society and economy and also this help them in enhancing their employability.

Many private organisation and well-meaning people have already initiated their efforts to equip the Urdu schools in the state with modern technologies, including computer. The initiative by Maharashtra Cosmopolitan Education (M.C.E.) Society, Pune, or Azam Campus, has been exemplary in this regard. The Society, led by Mr. PA Inamdar and Abida Inamdar, has changed the face of the Urdu medium schools located in the campus by providing strong orientation to students of these schools to computers, including robotics. The society has already adopted a number of Municipal schools in Pune for providing computer education and has set up computer labs in these schools. They have also extended this help to other schools and Madarsas located in Ahmednagar, Aurangabad and other districts. The teaching and learning process of these schools are monitored by CCTV from Azam campus. The government needs to encourage this type of initiative for modernization and improving the quality of education in Urdu medium schools.

Figure 7.3: Median number of students per functioning computers in Urdu, Marathi and English mediums and all schools by area



Although number of students per functioning computer in Urdu schools and also in English and Urdu medium schools is lower than their urban counterparts, it does not mean any qualitative improvement for the schools located in rural areas. Electricity remains unavailable in rural schools in the state for most the time and these computers more remain as show pieces for the schools than are used by the student or teachers.

There is considerable district-wise variation in availability of computer in Urdu schools. The situation is relatively better in Wardha, Nagpur, Bhandara, Gondia, Gadchiroli, Pune, Satara, Ratnagiri, Sindhudurg and Kolhapur, where the number of students per functioning computer in Urdu schools is less than 50 (Table 7.6). However, in most of these districts the number of Urdu schools and students enrolled in these schools is quite small.

Table 7.6: Median number of students per function computer in Urdu, Marathi, English and total schools by districts, 2013-14.

District	Rural				Urban				Total			
	Urdu	Marathi	English	Total	Urdu	Marathi	English	Total	Urdu	Marathi	English	Total
Nandurbar	64.0	101.9	57.3	96.2	96.0	119.2	18.4	81.3	75.8	104.7	31.6	91.2
Dhule	27.5	92.0	38.0	86.7	107.6	113.7	32.9	105.0	74.3	96.0	36.0	90.0
Jalgaon	120.7	143.0	30.5	132.7	149.8	126.8	30.0	99.8	144.5	139.5	30.4	121.8
Buldhana	147.0	94.9	77.0	95.5	101.5	137.6	55.0	108.0	135.2	100.0	62.6	97.5
Akola												
Washim	66.4	86.5	74.3	81.9	119.0	101.2	39.0	83.0	78.5	87.5	48.7	82.0
Amravati	79.0	94.0	63.6	91.1	166.0	98.0	51.3	95.0	101.3	95.0	57.0	92.5
Wardha	11.9	64.8	54.8	62.0	60.0	109.0	58.7	78.5	25.2	69.6	58.0	65.0
Nagpur	47.4	82.0	47.1	71.4	36.9	91.2	39.1	61.0	41.0	85.0	40.7	67.0
Bhandara		75.0	67.0	74.7	10.9	128.0	49.1	67.9	10.9	76.8	62.7	73.7
Gondia		104.7	76.5	101.0	44.7	181.6	45.3	66.9	44.7	107.4	59.0	96.8
Gadchiroli	7.3	49.6	38.2	50.5	27.4	99.0	34.0	64.8	9.3	51.5	38.1	52.0
Chandrapur	14.8	83.0	51.8	78.5	62.0	109.1	57.2	79.3	60.0	86.2	54.0	78.5
Yavatmal	71.0	122.0	42.3	103.0	111.0	144.7	57.0	106.1	84.8	124.5	45.5	104.0
Nanded	152.0	99.5	28.3	92.5	85.3	150.1	67.5	119.4	85.3	106.3	60.0	102.0
Hingoli	89.8	92.0	30.8	91.0	114.0	164.0	44.0	114.0	93.7	94.7	38.8	93.0
Parbhani	51.0	111.5	53.5	109.2	75.9	137.0	34.7	83.2	72.5	116.8	37.5	97.7
Jalna	49.8	116.0	71.8	106.3	123.2	168.0	57.0	135.4	83.7	125.0	57.3	116.0
Aurangabad	88.0	108.5	50.0	102.8	68.6	117.3	52.9	98.4	73.8	111.0	52.3	100.6
Nashik	78.0	126.0	40.0	119.1	214.0	121.4	34.5	104.3	208.2	124.5	35.0	114.0
Thane	60.4	115.0	41.4	95.0	81.4	69.3	37.5	50.7	76.1	91.0	37.9	62.9
Gr Mumbai					154.9	56.9	37.0	50.0	154.9	56.9	37.0	50.0
Raigarh	48.6	56.4	32.6	49.8	52.0	65.4	33.1	48.6	50.3	57.0	33.0	49.5
Pune	73.3	49.6	34.8	48.2	30.1	61.5	29.5	45.7	31.9	52.5	30.4	47.0
Ahmadnagar	44.2	80.3	31.0	73.2	170.0	90.9	26.0	81.8	72.0	82.5	30.4	74.5
Bid	72.0	87.7	27.8	87.1	108.5	123.3	38.8	112.5	105.3	93.8	35.0	90.3
Latur	99.5	101.5	59.3	100.0	134.3	155.8	45.3	127.0	127.0	109.3	55.0	105.5
Osmanabad	44.0	101.5	74.2	99.0	56.1	122.0	30.7	79.4	52.8	103.7	36.8	97.0
Solapur												
Satara	10.4	61.5	28.0	55.4	27.9	83.0	17.8	49.0	22.7	62.7	25.3	54.3
Ratnagiri	28.3	50.0	34.0	47.0	57.7	61.1	42.8	55.5	29.2	50.5	36.0	47.4
Sindhudurg	19.5	38.5	29.5	38.0	51.3	76.0	42.0	71.3	20.5	38.7	33.8	38.5
Kolhapur	43.3	92.0	34.1	81.5	48.2	96.8	27.5	70.5	44.7	93.4	32.3	79.0
Sangli	33.0	85.5	36.8	81.0	80.0	91.5	21.7	70.1	57.6	86.5	25.7	80.0
Total	58.0	82.5	38.8	77.5	96.3	90.0	37.0	64.6	81.0	84.0	37.3	73.0

7.5 Library, librarians and subscription of newspaper/magazines in schools

Urdu medium schools in the state are relatively worse in comparison to other medium schools in term of availability of libraries in schools. Only 86.3% of the total Urdu schools in the state have libraries, while 95.2% and 87.5% of the Marathi and English medium schools have libraries attached to the schools. The share of Urdu medium schools subscribing newspapers/magazines is also comparatively lower than Marathi and English medium schools in the state. Total 55.4% of the Urdu medium schools subscribe newspapers/magazine in comparison to 64.1% Marathi medium schools and 72.2% English medium schools. Only 43.6% of the Government managed Urdu schools subscribe newspaper/magazines in comparison to 73.2% aided Urdu school, and 61% unaided Urdu schools.

Table 7.7: Percentage of schools with librarian or related staff and subscribing newspapers/magazines, 2013-14.

Medium of schools	School has Library facility/book Bank/Reading Corner	School subscribes newspaper/magazine	Librarian or related staff
01 Marathi	95.2	64.1	4.0
02 English	87.5	72.2	30.9
03 Hindi	93.0	54.2	9.8
04 Urdu	86.3	55.4	7.3
05 Gujarati	96.1	49.5	8.7
06 Bengali	96.4	67.9	0.0
07 Kannada	98.0	69.8	1.5
08 Sindhi	96.4	92.9	7.1
09 Tamil	93.9	22.4	0.0
10 Telugu	80.7	56.6	2.4
Total	94.0	64.2	6.8

There is massive shortage of librarian or related staff to manage the libraries. The share of schools having librarian and related staff is much lower than the share of schools having libraries. Only about 7% of the total Urdu medium schools in the state have librarian and related staff to manage the libraries. However, in comparison to Marathi schools, the situation in Urdu schools is much better. Only about 4% of the total Marathi schools in the state have such staff. The situation is exceptionally well in English medium schools, who largely cater the need of the children of relatively better income group. Of the total English medium schools in the state, 31% have staff related to libraries.

7.6 Availability of furniture for students and teachers

There is a large share of Urdu medium schools in the state without any proper seating arrangements for all students. In many schools students sit on ground or on the sacks they bring from home. In Maharashtra, only 51.5% of the total Urdu medium schools have furniture for all students, 23.5% of these schools have furniture for some students (Table 7.8). Total 22.7% of these schools have no furniture at all. There is an urgent need to meet the requirement of furniture in the schools. The situation in Marathi schools is even worse than Urdu schools and 38.5% of the schools have no furniture for students. The situation is much better in English schools. About 75% of English medium schools have furniture for students.

Table 7.8: Percentage of schools with availability of furniture for students, 2013-14.

Medium of instruction	Available Furniture(Desk /Table) Furniture for Students				Total
	All	Some	None	Others	
01 Marathi	35.4	24.4	38.5	1.7	100.0
02 English	85.0	4.4	4.6	6.0	100.0
03 Hindi	74.6	12.6	10.7	2.1	100.0
04 Urdu	51.5	23.5	22.4	2.6	100.0
05 Gujarati	90.7	4.2	5.1	0.0	100.0
06 Bengali	35.7	53.6	10.7	0.0	100.0
07 Kannada	34.6	22.7	42.2	0.6	100.0

With respect to furniture in Urdu medium schools, the situation is specifically bad in Jalgaon, Buldhana, Akola, Washim, Amravati, Gondia, Chandrapur, Yavatmal, Nashik, Ahmadnagar, Solapur, Satara, Ratnagiri, and Sindhudurg, where more than 30% of the schools do not have furniture for students (Table 7.9). The situation is much better in districts with large urban centres. For instance only 2.3% of the Urdu medium in Mumbai do not have furniture for students, while in Pune and Thane, the same is 7.5% and 4.9% respectively. Outside the districts with major urban centres, Latur (8.6%) and Parbhani (4.0%) are the two other districts with low share of Urdu medium schools without furniture for students.

Table 7.9: Percentage of Urdu medium schools with furniture for students, 2013-14

District	Available furniture (desk /table) furniture for students				Total
	All	Some	None	Others	
Nandurbar	50.0	33.9	14.5	1.6	100
Dhule	64.7	21.2	14.1		100
Jalgaon	28.4	33.7	36.1	1.8	100
Buldhana	27.1	26.3	41.2	5.3	100
Akola	40.9	28.0	28.4	2.7	100
Washim	32.5	28.5	38.2	0.8	100
Amravati	35.3	32.5	30.8	1.4	100
Wardha	34.2	31.6	26.3	7.9	100
Nagpur	72.8	10.4	13.6	3.2	100
Bhandara	60.0	20.0	20.0		100
Gondia	33.3	33.3	33.3		100
Gadchiroli	60.0	40.0			100
Chandrapur	33.3	19.0	47.6		100
Yavatmal	31.1	35.0	30.0	3.9	100
Nanded	57.7	14.8	19.7	7.7	100
Hingoli	55.8	23.3	14.0	7.0	100
Parbhani	76.7	12.0	4.0	7.3	100
Jalna	48.6	24.8	17.4	9.2	100
Aurangabad	65.5	17.6	11.0	5.9	100
Nashik	53.1	16.0	30.9		100
Thane	69.3	25.1	4.9	0.7	100
Gr Mumbai	84.9	12.1	2.3	0.8	100
Raigarh	53.3	26.4	20.3		100
Pune	73.3	19.2	7.5		100
Ahmadnagar	40.5	22.2	36.5	0.8	100
Bid	41.4	24.9	26.6	7.1	100
Latur	76.4	13.6	8.6	1.4	100
Osmanabad	41.7	31.7	25.0	1.7	100
Solapur	45.1	20.1	32.9	1.8	100
Satara	38.5	20.5	38.5	2.6	100
Ratnagiri	47.2	20.5	31.9	0.4	100
Sindhudurg	41.2	23.5	32.4	2.9	100
Kolhapur	35.5	46.2	17.2	1.1	100
Sangli	45.2	32.9	21.9		100
Total	51.5	23.5	22.4	2.6	100

Not only for students, do a significant share of Urdu schools also do not have any furniture for teachers. Out of the total schools in the state, 5.5% of the schools do not have furniture for teachers and 19.3% have only for some teachers (Table 7.10). Among all medium schools, the Urdu schools have the highest share of schools without furniture for teachers.

Table 7.10: Percentage of schools with availability of furniture for teachers, 2013-14.

Medium of instruction	Available Furniture(Desk /Table) for Teachers				Total
	All	Some	None	Others	
01 Marathi	71.8	19.9	5.0	3.3	100.0
02 English	67.0	4.7	2.3	25.9	100.0
03 Hindi	78.0	11.4	2.6	8.0	100.0
04 Urdu	66.2	19.3	5.5	8.9	100.0
05 Gujarati	92.9	4.8	1.6	0.6	100.0
06 Bengali	69.6	30.4	0.0	0.0	100.0
07 Kannada	76.5	17.2	4.1	2.3	100.0
08 Sindhi	92.9	0.0	3.6	3.6	100.0
09 Tamil	91.8	4.1	4.1	0.0	100.0
10 Telugu	83.1	10.8	3.6	2.4	100.0
Total	71.3	18.2	4.7	5.8	100.0

There is also considerable variation among district not having furniture for teachers in Urdu medium schools (Table 10.11). The districts where more than 10% of the Urdu medium schools do not have any furniture for teachers are Wardha (10.5%), Jalna (10.1%), Nashik (13.4%), and Osmanabad (18.3%). Even in Mumbai, Thane, Pune and Nashik more than 25% of the Urdu schools do not have furniture for all teacher.

Table 10.11: Percentage of Urdu medium schools with furniture for teaches by district

District	Available Furniture(Desk /Table) for Teachers				Total
	All	Some	None	Others	
Nandurbar	83.9	9.7	1.6	4.8	100
Dhule	77.6	16.5	2.4	3.5	100
Jalgaon	60.3	29.3	6.0	4.5	100
Buldhana	57.3	26.7	8.8	7.3	100
Akola	70.8	23.3	1.2	4.7	100
Washim	68.3	22.0	5.7	4.1	100
Amravati	55.1	34.2	3.8	6.8	100
Wardha	60.5	15.8	10.5	13.2	100
Nagpur	78.4	7.2	1.6	12.8	100
Bhandara	80.0		20.0		100
Gondia	100.0				100
Gadchiroli	80.0	20.0			100
Chandrapur	52.4	28.6	9.5	9.5	100
Yavatmal	62.2	25.6	6.7	5.6	100
Nanded	57.0	16.2	5.6	21.1	100
Hingoli	55.8	16.3	4.7	23.3	100
Parbhani	71.3	10.7	4.7	13.3	100
Jalna	52.3	16.5	10.1	21.1	100
Aurangabad	56.9	10.3	3.4	29.3	100
Nashik	67.6	19.1	13.4		100
Thane	70.4	18.0	5.2	6.4	100
Gr Mumbai	73.6	17.6	5.0	3.8	100
Raigarh	78.7	15.2	4.6	1.5	100
Pune	70.8	17.5	5.0	6.7	100
Ahmadnagar	72.2	21.4	4.0	2.4	100
Bid	49.7	10.7	3.0	36.7	100
Latur	70.0	16.4	5.7	7.9	100
Osmanabad	60.0	11.7	18.3	10.0	100
Solapur	75.0	15.2	2.4	7.3	100
Satara	51.3	12.8	7.7	28.2	100
Ratnagiri	78.6	15.7	5.2	0.4	100
Sindhudurg	45.2	38.7	6.5	9.7	100
Kolhapur	66.7	23.7	7.5	2.2	100
Sangli	65.8	21.9	4.1	8.2	100
Total	66.2	19.3	5.5	8.9	100

7.7 Availability of toilets

There are considerable number of Urdu medium schools without a single functioning toilet seat either for boys or girls in the state (Table 10.12). Out of the total 4900 Urdu medium schools, 9.1% (444 schools) do not have any single functioning toilet seats for male/boys, while the same for the girls is 6.9% (340 schools). The share of such schools in many districts is even larger. The districts with more than 10% of the schools without a single functioning toilet seat for boys are Dhule (12.9%), Jalgaon (12.8%), Chandrapur (14.3%), Nanded (16.2%), Jalna (11.9%), Nashik (24.0%), Thane (10.5%), Ahmadnagar (15.1%), and Bid 27.2%). The share of schools without a single functioning toilet seats for girls is higher than 10% in districts of Chandrapur (28.6%), Hingoli (34.9%), Nashik (23.7%), Ahmadnagar (16.7%), Bid (22.5%), Osmanabad (16.7%), Satara (17.9%), and Sangli (11.0%). It must be noted here that availability of toilet plays very important role in attendance and retention of girls in schools. There is an urgent need to fill this gap by the government and there should be any school without a toilet specifically dedicated for girls/female as even in boys schools there are female employees.

Table 10.12: Number and percentage of Urdu Schools not having even a single toilet seats function for boys and girls, 2013-14.

Districts	Number of schools with not a single functional toilet seat for boys	Number of schools with not a single functional toilet seat for girls	% of total schools without a single functional toilet seat for boys	% of total schools without a single functional toilet seat for girls	Total number of Urdu medium schools
Nandurbar	6	3	9.7	4.8	62
Dhule	11	6	12.9	7.1	85
Jalgaon	43	30	12.8	9.0	335
Buldhana	20	8	7.6	3.1	262
Akola	19	4	7.4	1.6	257
Washim	12	8	9.8	6.5	123
Amravati	25	13	8.6	4.5	292
Wardha	0	0	0.0	0.0	38
Nagpur	10	1	8.0	0.8	125
Bhandara	0	0	0.0	0.0	5
Gondia	0	0	0.0	0.0	3
Gadchiroli	0	0	0.0	0.0	5
Chandrapur	3	6	14.3	28.6	21
Yavatmal	13	7	7.2	3.9	180
Nanded	23	11	16.2	7.7	142
Hingoli	2	15	4.7	34.9	43
Parbhani	6	1	4.0	0.7	150
Jalna	13	10	11.9	9.2	109
Aurangabad	4	2	1.4	0.7	290
Nashik	63	62	24.0	23.7	262
Thane	28	17	10.5	6.4	267
Gr Mumbai	26	17	6.5	4.3	398
Raigarh	4	9	2.0	4.6	197
Pune	5	2	4.2	1.7	120
Ahmadnagar	19	21	15.1	16.7	126
Bid	46	38	27.2	22.5	169
Latur	5	2	3.5	1.4	141
Osmanabad	2	10	3.3	16.7	60
Solapur	13	15	7.9	9.1	164
Satara	5	7	12.8	17.9	39
Ratnagiri	7	2	3.1	0.9	229
Sindhudurg	0	0	0.0	0.0	35
Kolhapur	6	5	6.5	5.4	93
Sangli	5	8	6.8	11.0	73
Total	444	340	9.1	6.9	4900

Not only availability of facilities but availability in adequate number and of acceptable quality remains important. The norm set by Government of India is that for every 80-120 students, there should be a toilet seat while every 20-40 students there should be a urinal. It is important to note that in general there is no separate urinals for girls but the toilet seats are used as urinals. Analysing the data for Maharashtra, we find that overall the median number of functioning toilets seats per boys and girls at the state level is quite adequate (Figures 10.4 and 10.5). However, there are also districts with extreme cases and as we have seen above there are large number of Urdu schools without any functioning toilet seats in many districts.

Figure 10.4: Median number of boys per function boys' toilet seat in Urdu, Marathi, English and total schools by districts, 2013-14.

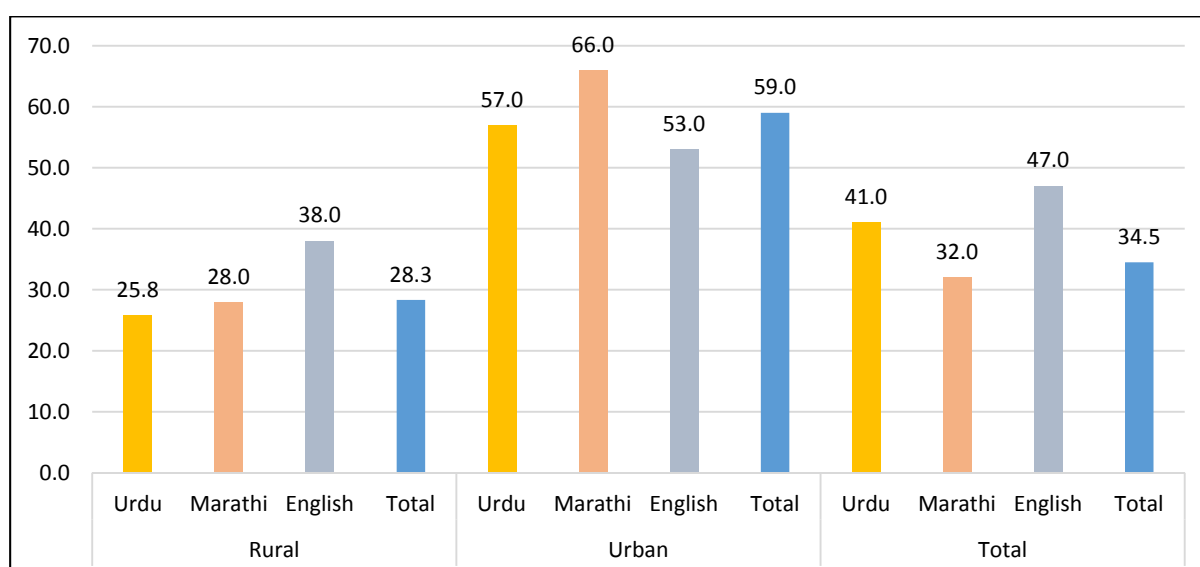
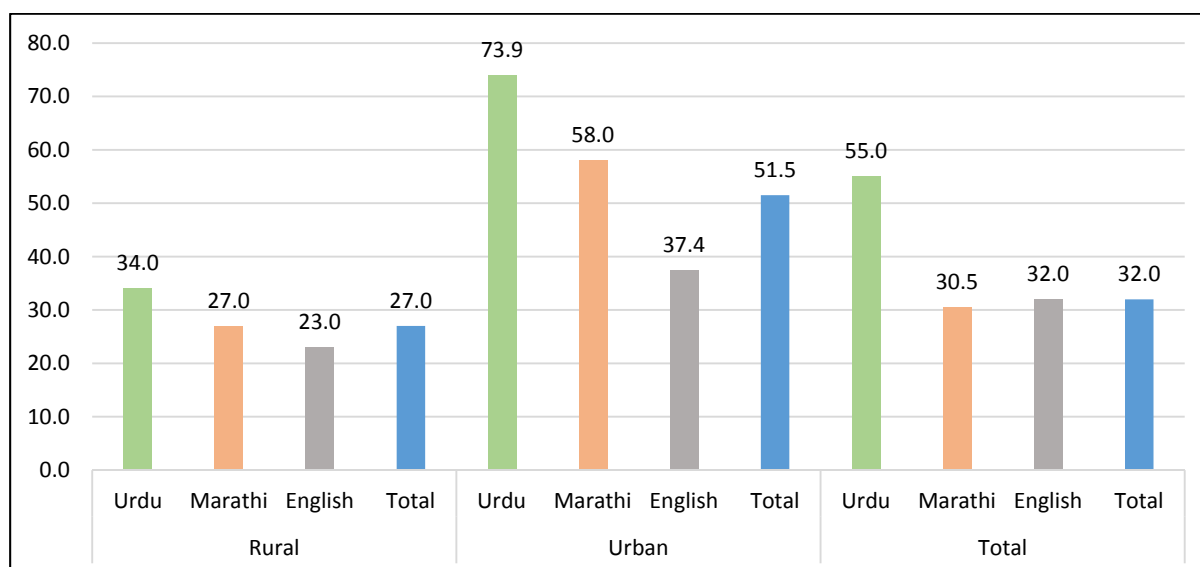


Figure 10.5: Median number of girls per function girls' toilet seat in Urdu, Marathi, English and total schools by districts, 2013-14.



7.8 Electricity, hygiene, playground, and Anganwadi centres

Given the urban locations of a large number of Urdu schools in the state, they are connected with electricity. However, still about 10% of the total Urdu schools in the state do not have functional electricity connections (Table 10.13). In comparison to Marathi medium schools (about 14% of the schools do not have functional electricity connections), the situation with regard to electricity connection is better in Urdu medium schools.

About 32% of the Urdu medium schools do not have hand wash facilities and that may be affecting the health of students adversely. Further about 19% of the Urdu medium schools in the state did not conduct medical check-up for the students while only 5% of the Marathi medium schools did so. There are still about 3.5% of the Urdu medium schools in the state which do not have drinking water facilities. However, in comparison to Marathi medium schools, the situation is better in Urdu medium schools in this regard.

Given that most of the students attending Urdu medium schools in the state are from Muslim community and the community, as has been highlighted by many studies, suffer from poverty, the schools need to provide mid-day meals and cater to the need of students through Anganwadi centres. There have been claim that Anganwadi centres are not in adequate numbers in Muslim concentrated areas and this is well reflected in the data available through SSA for schools. Only about 11.7% of the Urdu schools in the state have Anganwadi centres located in or adjacent to the schools in the state. The same for the Marathi medium schools is 52.4% at the state level.

Urdu schools in the state are often located in congested Muslim concentrated areas and do not have adequate space for their further development or development playgrounds, etc. Data available for 2013-14 show that only 47.1% of the Urdu medium schools in the state

have space for further expansion of the school facilities while about 57% of the Marathi medium schools have the required space for the purpose. Only about 37.3% of the Urdu medium schools in the state have space for the development of playground as opposed to 44.5% of Marathi medium schools. This shows that Urdu medium schools in the state operate in adverse condition and there is a need not only to further strengthen their infrastructure but also make land available to them for playgrounds.

Table 10.13: Percentage of schools with playground, electricity, and other hygiene related facilities, 2013-14.

Medium of schools	Land available for developing play ground	Land available for expansion of school facilities	schools with functional electricity connection	Drinking water facility is functional	Hand wash facility	Medical check -up of Students conducted last year	Aganwadi Centre in or adjacent to school
01 Marathi	44.5	56.9	84.7	93.6	76.3	94.1	52.4
02 English	41.9	52.1	98.3	98.8	89.6	71.6	5.6
03 Hindi	36.8	42.5	96.5	97.5	83.8	83.6	8.7
04 Urdu	37.3	47.1	90.0	96.5	78.3	81.1	11.7
05 Gujarati	11.6	10.9	98.4	99.0	92.0	80.4	3.9
06 Bengali	75.0	96.4	98.2	94.6	60.7	96.4	73.2
07 Kannada	45.1	66.6	79.7	95.1	86.6	90.7	35.8
08 Sindhi	46.4	25.0	100.0	100.0	100.0	82.1	0.0
09 Tamil	24.5	12.2	93.9	95.9	91.8	85.7	6.1
10 Telugu	38.6	27.7	94.0	95.2	73.5	86.7	4.8
Total	43.7	55.6	86.5	94.4	77.8	91.1	45.0

7.9 Schools with boundary walls

There are a large number of Urdu schools in the state which do not have any boundary wall to secure their premises from trespassing or illegal occupation. The boundary wall for schools also become essential for the safety of students and also other infrastructure and facilities within schools premises. Available data for 2013-14 show that about one-fourth of the total Urdu medium schools in the state do not have any boundary wall. In 4.3% and 5.4% schools it is broken and the boundary wall is partial, respectively, while in 7.8% schools there is barbed wire fencing (Table 10.14). Given that higher proportion of the Marathi schools in the state are located in rural areas, they do not have lower share of schools with pucca boundary wall. However, at the state level, the share of Marathi medium schools not having any boundary wall is almost the same as for Urdu medium schools.

Table 10.14: Percentage distribution of schools with status if boundary wall by medium of instruction, 2013-14.

Medium of instruction	Pucca	Pucca but broken	Barbed wire fencing	Hedges	No Boundary wall	others	Partial	Under Construction	No response or Not applicable	Total
01 Marathi	29.1	2.9	16.0	6.5	24.6	8.8	11.0	0.6	0.4	100.0
02 English	69.7	1.6	13.6	1.3	6.8	2.1	2.4	1.1	1.5	100.0
03 Hindi	69.8	2.8	3.4	3.1	13.5	0.8	3.8	0.3	2.4	100.0
04 Urdu	46.8	4.3	7.8	2.4	24.5	6.1	5.4	0.7	2.0	100.0
05 Gujarati	84.6	1.6	1.6	1.0	7.4	0.0	2.3	0.3	1.3	100.0
06 Bengali	12.5	0.0	10.7	8.9	7.1	1.8	57.1	1.8	0.0	100.0
07 Kannada	36.0	1.7	14.5	4.9	9.0	19.8	12.8	0.3	0.9	100.0
08 Sindhi	96.4	3.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0
09 Tamil	83.7	4.1	0.0	2.0	6.1	0.0	0.0	0.0	4.1	100.0
10 Telugu	71.1	6.0	0.0	0.0	14.5	0.0	4.8	0.0	3.6	100.0
Total	34.8	2.8	15.1	5.8	22.6	7.9	9.8	0.7	0.6	100.0

7.10 Schools with hostel facilities

Residential schools and hostels are essential for effective learning process. Stay in hostels can keep the students away from vagaries of day-to-day life and that will enable them to focus more on their studies. Given that the Urdu schools in the state largely cater to a deprived community, importance for the hostels in schools further increases. However, available data show that there were only 32 hotels for Urdu medium school students in the state in 2013-14 (Table 10.15). Out of these hostels, 22 were for boys and 10 for girls. Thus a very miniscule share of the total Urdu medium schools (total number of the Urdu schools in the state are 4900) are having hostel facilities. Further only about 2188 students are staying in these hostels. Out of these students 1610 are boys (living in 22 hostels) and 578 are students (in 10 hostels).

Table 10.15:No. of Urdu Schools having hostel facilities for boys and girls and number of students staying in those hostels, 2013-14

Districts	No. of schools having hostels		No. of students staying in hostels	
	For boys	For girls	Boys	Girls
Nandurbar	1	1	120	50
Dhule	0	0	0	0
Jalgaon	1	0	205	0
Buldhana	0	0	0	0
Akola	0	0	0	2
Washim	0	0	0	0
Amravati	0	1	0	0
Wardha	0	0	0	0
Nagpur	1	0	105	0
Bhandara	0	0	0	0
Gondia	0	0	0	0
Gadchiroli	0	0	0	0
Chandrapur	0	0	0	0
Yavatmal	1	0	2	0
Nanded	1	2	99	183
Hingoli	1	0	0	0
Parbhani	0	0	0	0
Jalna	4	0	50	0
Aurangabad	3	1	357	80
Nashik	0	0	0	0
Thane	0	0	0	0
Gr Mumbai	1	1	20	100
Raigarh	0	0	0	0
Pune	2	0	31	0
Ahmadnagar	0	0	0	0
Bid	0	0	0	0
Latur	0	1	0	24
Osmanabad	0	0	0	0
Solapur	0	0	2	0
Satara	1	1	140	60
Ratnagiri	2	0	24	0
Sindhudurg	1	1	28	18
Kolhapur	0	0	0	0
Sangli	2	1	427	61
Total	22	10	1610	578

7.11 Summing up

There is a dearth of appropriate type of facilities in a large share of the Urdu medium schools in the state. Urdu schools do not suffer much from relative deprivation (in comparison to Marathi medium schools) but there exists more absolute deprivation. More than 60% of the Urdu schools do not have adequate land for development of playground for students and more than about one-half of the total Urdu medium schools do not have space for further expansion of schools facilities. There is also higher number of students per class rooms especially in Urdu schools located in urban centres. The constraint of land availability may be leading to a situation where the schools are unable to further add class rooms. It is a fact that most of the Urdu medium schools are located in highly congested areas of the urban centres, and this also plays a role in lack of availability of land for the schools. There is a need that state government acquires some land in these areas through its redevelopment plan and provides the same to these schools.

Less than 10% of the Urdu schools in the state have CAL and there is also acute shortage of staff who can manage libraries. Further, about one-tenth of the total Urdu medium schools in the state are having Anganwadi in or adjacent to the schools. Given that a large section of Muslim population lives below the poverty line, there is a need to cover all the schools with Anganwadi /ICDS centres. This will massively help in bringing children to the schools and improve their nutritional status.

There is also lack of toilets for both boys and girls in a number of schools in the state. The attendance and retention rate of girl students, especially from Muslim community, is strongly linked with availability of toilet facility for girls. There is an urgent need to fill the gap by proactively providing the resources to constructs the toilets in the schools.

There are also a large proportion of Urdu medium schools in the state without any boundary wall to secure their premises and infrastructure. This results in a lack of security for students, illegal occupation of the school land, and also schools becomes home at night for miscreants and for animals. Many Urdu schools in the state especially in Malegaon have no drainage facilities and water in rainy season remains logged in the school compound for many days. There is also dearth of adequate hostel facilities for the students in Urdu schools. All these need to be seriously address by the government.

Chapter 8

Relevance of Urdu and Urdu Medium Schools in fast Changing Social and Economic Contexts

8.1 Introduction

Urdu language in the country has been caught in the communal politics of the country. Over the years, it has emerged as the language of the Muslims and a large section of the non-Muslim speakers have drifted away from the language. Persian and Turkish were the main languages which Muslim ruling class coming from other countries in medieval time brought. Urdu developed as a language due to mixing up different languages and dialects in the country over the centuries and became a language of masses for communication in large part of northern and the Deccan region of the country. Today, the language is largely spoken by the Muslims lower and middle class. While in most of the Northern states like Uttar Pradesh, Bihar, Delhi and Bengal, and in erstwhile Andhra Pradesh it has been given the second state language status, but it could not become main medium of education of children. And today the largest number of Urdu medium schools supported by the government are not in these state but in Maharashtra, where the language is still to get the second state language status. However, as the language has largely being marginalised and being mainly spoken by Muslims, those educated from these Urdu medium schools find it difficult to secure their right place in employment or in the larger society. Many argue that the government has not given due status to Urdu, and as there is no official communication in the language it has not got embedded in the capitalist system. The embedding in capitalist system and becoming a language of commercial activities is important to remain relevant and survive in this market dominated society. Many also argue that regional languages of the country, including Marathi, are facing the same fate and largely only the lower and lower middle class educate their children in this language while the upper middle and the higher classes are shifting to English, the language that has become dominant in this globalised world. Given the socio-economic marginality of Muslims in the state/country and also the community getting education in a language which is not the language of the state or Market, raises many disturbing questions. Many contend that for their development Muslims need to adopt a language and script which has the dominance in the Market and is a state language/script, while others argue that Urdu is a language in which Muslim religious discourses and the best of Muslim culture or *Ganga-Jamuni Tehjeeb* of India are confined and as such this language need to be preserved and adopted by the Muslims and all. Indorsing the latter point, Zakaria says, "Muslims are attached to the language as their culture and religious treasures are

preserved in Urdu (2004:407). Many also argue that in many state in the country, this may be last generation of Urdu speakers. This is also a fact that what are Hindi and Urdu today were once called Hindvi, a language of Indian. Slowly they adopted two types of script and after Independence, High Hindi became more sanskritised and while High Urdu (chaste Urdu) more persianised due to communal politics. The masses of the country and more so in northern and Deccan India speak Hindustani which are nothing but original forms of Hindi and Urdu. Although, today a large section of non-Muslim population is not able to read and write in Nastaliq script, they demand Urdu poetry produced in other scripts like Deonagari and Roman. This fact is well reflected from the popularity of the transcribed Urdu poetry collections. In this connection, many also argue that Indian largely remain rooted in their Hindvi culture. It is not that they are leaving Urdu but they do not know reading and writing the same in Nastaliq. And as such, a large constituency for Urdu exists in the country. In this Chapter we attempt look into some of these questions with an objective that relevance of Urdu language is essential for the relevance of Urdu medium schools in the state/country.

8.2 Urdu, State and the Market

Indian Constitution has solved many problems at the beginning years of the Independence as it made clear that the initial level of education to the children by the state should be provided in their mother tongues. This provided legitimacy to speakers of regional and non-regional languages to ask for the schools in the language they speak. The Constitution says:

“It shall be the endeavour of every state and local authority...to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to the linguistic minority groups; and the president may issue such directives to any state as he considers necessary and proper for securing the provision of such facilities” (Article 350-A).

This aspect is further strengthen through provisions in Fundamental Rights of the Constitution. Article 29 states,

“Any section of citizens residing in the territory of India or any part thereof having a distinct language, script or culture shall have the right to conserve the same.”

Urdu language is not a regional language of India but its speakers are spread across the country and more specifically in northern and Deccan regions. The language is being spoken by a sizeable number of people from Kashmir to West Bengal and up to Karnataka. However, only in Kashmir it is a first official state language, and in U.P., Bihar, Delhi, West Bengal, Andhra Pradesh it has got second language status. In fact, in Jammu and Kashmir, Urdu got the official language more due to political reasons, not on the basis of the number of speakers of the Urdu language. Many argue that speaker of regional languages are more prevalent

among people in the state than Urdu. Given that “Urdu speaker do not form the majority speakers in any state. Thus, Urdu has also been a without state apparatus to support it (Jeffery 1997).

The north and Deccan regions of the country which was the birth place of the Urdu language has largely succumbed to the communal politics and state in these regions have abandoned the promotion and use of the language in official communication. There is common belief that Urdu was brought by Muslims but the fact is that Urdu developed in the country and the languages which were brought from outside are Sanskrit, Persian and Arabic. In fact, Hindi and Urdu were the same till 19th century. What is Hindi and Urdu today was once called Hindvi, the language of Hind(ustan) (Farouqui 2008). In 20th century and specifically after the partition, they became to be treated as enemies of each other as Hindi became more sanskritised and national language of India while Urdu became the national language of Pakistan and more persianised. The differences in script further added to the confusion that these two languages are different.

Partition of the country affected Urdu in very adverse ways. Now the language has got divided into “three nation states with conflicting claims of nationalism” (Puri 2007: 999). These nation states are India, Pakistan and Bangladesh. Urdu speakers in Bangladesh became refugees (Puri 2007) while those migrated to Pakistan remain Muhajirs. Though, Urdu has become national language of Pakistan but it faces the same consequences at the regional level in Pakistan as Hindi in south India. In India, it also suffered set back. It wrongly got perceived that it is associated with Muslims and is a language of foreigners leading to adverse state and social favour to it.

In India, Urdu has been a victim of both market and state. It is a language of love, living together and expression of emotion, which have largely lost valued in today’s time. The state has not made official communication in Nastaliq (Perso-Arabic) and Urdu uncared for in educational institutions while the Market has preference for English, the language and scripts which can bring it the larger possible benefits.

This is unfortunate that the support to Urdu language has often been linked to the support to Muslims. It has only received received tokenism or what Jeffery (1997) calls ‘moth-eaten’ patronage. The supports to the language have often been with acgoal of keeping Muslims happy for the votes. But this is not the kind of support which can sustain or embed a language under capitalism. Jeffery further write:

“...the place of Urdu in India can be seen as a distorted reflection of the place of English. Both are used all over India. Both are sometimes portrayed as the language of conquerors or traitors. But where English is considered to be the language of wealthy, Urdu is now regarded as primary language of the poor, particularly of poor Muslims” (Jeffery 1997: 631).

Many claim that Muslims committed mistake in owning the language. This not only compromised their development and adaptation of English and other official languages but help the right wing politics in India, which targeted Muslims and linked Urdu with two nation theory. As Imtiyaz Ahmad puts it:

- “Because of the communal politics of the past half a century at least, including what has come to be characterised as the Hindi-Urdu controversy, which had the effect of polarising communities and establishing distinct linguistic identities based on religion, Muslims chose to be literate in Urdu. Hindus chose to be literate in Hindi. This division subsequently led Urdu to be branded as the language of Muslims and Hindi to be represented as the language of Hindus. Muslim leadership as well as the Muslim masses committed in the post-independence period the folly of accepting this dichotomy and mistakenly tried to own Urdu up, suggesting that Urdu was the language of Muslims all over the country. This was factually not true.” (Ahmad 2002:2286).

The campaign for the promotion of Urdu created adverse relationship between Muslim community and political leadership at large in the country. The north India was already communalised during the partition, the campaign also adversely affected the south India. Campaign for Urdu outside north India created two adverse consequences. First, separated Muslims from non-Muslims and communalised the society. Second, governments helping the cause of Urdu were blamed to be favouring Muslims by Hindu communal groups. Thus, while working for the cause of Urdu, Muslims lost on both the fronts. First, they could not help Urdu and gave an impression that Urdu is a language of Muslims. Second, the society got more communalised. Muslims face consequences of it in the form of discrimination, communal violence and alienation.

For the sake of preserving Sanskrit, Urdu was sacrificed under three language formula in northern states. Hindi was brought as mother tongue, English as one modern language and

Sanskrit, as language of ancient India. In northern India where Muslims were Urdu speakers, Census staff noted Hindi as their mother tongue without consulting them (Farouqui 1994). The language of modern and medieval Indian was thus left without any meaningful space in education system. Most of the southern Indian states, such as Tamil Nadu, adopted two-language formula, in which regional language and English were given space but Hindi was left out. The neglect of Hindi as sister language of Urdu also adversely affected the prospect of Urdu in these states. As Farouqui write:

“There is no denying fact that Urdu has been deliberately thrown out of the Indian education system after Independence. It may have some importance on paper but practically our political and social setup has left no room for Urdu in the present social system” (Farouqui 1994: 784).

It is important that state and Central governments recognise that Urdu is a language of the country and is a carrier of its glorious culture and history and not a language of Muslims. Muslims should also realise this and should not exert religious identity for the language which is of secular origin. More the Muslim assert for its promotion, the possibility is that more Urdu will be marginalised by the communal politics. They need to take along the masses and educated people that this is the language of Indian origin. There is also a need that Urdu adopts other scripts as well for its growth. Indian masses who speak and love the language cannot read it in Perso-Arabic script. The state support to the language is essential for its survival. To remain relevant and widely used, “Languages and scripts need state support – first-language status in administration and education – if they are to become embedded in a capitalist world” (Jeffery 1997:635).

8.3 Maharashtra state and Urdu language

Maharashtra is only state in the country where up to HSC level of education is offered in Urdu language in a number of schools, while in rest of the states Urdu has become mainly an optional subject in schools. Maharashtra government over the years has provided helping hand in expanding the Urdu mediums schools and as such promotion of the language in the state. Farouqi argues, “In almost all the states in India, except Maharashtra, Urdu education has reached at the verge of death” (1994: 782). There are presently 4,900 schools in the state with total enrolment of about 13 lakh students (Tables 8.1 and 8.2). In terms of the enrolment of the students, Urdu schools in the state rank third, after Marathi and English mediums schools. Total 5.9% of the students in the state is getting education in these schools, and these schools employ about 37,000 teachers. About 60% of the teachers are employed in Urdu medium schools offering Primary and Upper Primary levels of education (Table 8.3). Of the total teachers in Urdu schools, only about 13% are in unaided schools and the rest in

government or aided schools (Table 8.4). More than 50% of the Urdu schools in the state are government schools, that is, they are managed and financed by the state organisations and agencies. Most of the students (about 95% of the total students in the schools) in these schools although come from Muslim community, there is also a sizeable number of students in these schools (more than 60,000) from non-Muslim communities. The condition of Urdu schools with respect to infrastructure and number of teacher, in comparison to Marat medium schools, is also largely satisfactory, as shown in the previous chapters of this report.

Table 8.1: Number of Urdu medium schools in the state and their share as per management.

S.No.	Type of schools	Government	Private			
			Aided	Unaided	Unrecognised	Total
1	Primary	996	201	319	7	1523
2	Primary with Upper Primary	1477	451	174	3	2105
3	Pr. Up Pr. and Secondary Only	3	5	9	0	17
4	Pr. with Up.Pr. sec. and H.Sec.	0	4	8	0	12
5	Upper Primary only	0	1	1	0	2
6	Upper Pr. and Secondary	17	254	59	0	330
7	Up. Pr. Secondary and Higher Sec	13	220	20	0	253
8	Secondary Only	62	222	232	8	524
9	Secondary with Higher Secondary	3	50	17	0	70
10	Higher Secondary only/Jr. College	0	10	54	0	64
	Total	2571	1418	893	18	4900
Percentage distribution by management						
1	Primary	65.4	13.2	20.9	0.5	100.0
2	Primary with Upper Primary	70.2	21.4	8.3	0.1	100.0
3	Pr. Up Pr. and Secondary Only	17.6	29.4	52.9	0.0	100.0
4	Pr. with Up.Pr. sec. and H.Sec.	0.0	33.3	66.7	0.0	100.0
5	Upper Primary only	0.0	50.0	50.0	0.0	100.0
6	Upper Pr. and Secondary	5.2	77.0	17.9	0.0	100.0
7	Up. Pr. Secondary and Higher Sec	5.1	87.0	7.9	0.0	100.0
8	Secondary Only	11.8	42.4	44.3	1.5	100.0
9	Secondary with Higher Secondary	4.3	71.4	24.3	0.0	100.0
10	Higher Secondary only/Jr. College	0.0	15.6	84.4	0.0	100.0
	Total	52.5	28.9	18.2	0.4	100.0

Table 8.2: Number of students and teachers in different medium of schools in Maharashtra, 2013-14.

Medium of schools	Number of students and teachers				Percentage to the total students and teachers			
	Total students	Total male students	Total female students	No. of teachers	Total students	Total male students	Total female students	No. of teachers
01 Marathi	1,57,89,031	84,08,501	73,80,530	5,31,636	71.5	71.3	71.8	74.7
02 English	41,57,648	24,09,882	17,47,766	1,19,086	18.8	20.4	17.0	16.7
03 Hindi	6,63,360	3,35,242	3,28,118	18,076	3.0	2.8	3.2	2.5
04 Urdu	12,99,629	5,57,655	7,41,974	36,670	5.9	4.7	7.2	5.2
05 Gujarati	90,570	46,781	43,789	3,182	0.4	0.4	0.4	0.4
06 Bengali	6,314	3,143	3,171	283	0.0	0.0	0.0	0.0
07 Kannada	42,039	22,021	20,018	1,779	0.2	0.2	0.2	0.2
08 Sindhi	6,283	3,102	3,181	217	0.0	0.0	0.0	0.0
09 Tamil	7,569	3,609	3,960	337	0.0	0.0	0.0	0.0
10 Telugu	7,547	3,934	3,613	348	0.0	0.0	0.0	0.0
Total	2,20,69,990	1,17,93,870	1,02,76,120	7,11,614	100.0	100.0	100.0	100.0

Table 8.3: No. of teachers employed in different category of Urdu medium schools

S.No.	School category	No. of teachers	Percentage to the total
1	Primary	5986	16.3
2	Primary with Upper Primary	16764	45.7
3	Pr. Up Pr. and Secondary Only	155	0.4
4	Pr. with Up.Pr. sec. and H.Sec.	96	0.3
5	Upper Primary only	16	0.0
6	Upper Pr. and Secondary	4215	11.5
7	Up. Pr. Secondary and Higher Sec	5808	15.8
8	Secondary Only	2771	7.6
9	Secondary with Higher Secondary	580	1.6
10	Higher Secondary only/Jr. College	279	0.8
	Total	36670	100.0

Table 8.4: Teachers by different category of schools in Urdu medium schools, 2013-14.

School category	Number					Percentage				
	Govern-ment	Aided	Unaided	Unreco-gnised	Total	Govern-ment	Aided	Unaided	Unreco-gnised	Total
Primary	2798	1820	1339	29	5986	46.7	30.4	22.4	0.5	100.0
Primary with Upper Primary	10486	4977	1277	24	16764	62.6	29.7	7.6	0.1	100.0
Pr. Up Pr. and Secondary Only	29	77	49	0	155	18.7	49.7	31.6	0.0	100.0
Pr. with Up.Pr. sec. and H.Sec.	0	68	28	0	96	0.0	70.8	29.2	0.0	100.0
Upper Primary only	0	12	4	0	16	0.0	75.0	25.0	0.0	100.0
Upper Pr. and Secondary	199	3577	439	0	4215	4.7	84.9	10.4	0.0	100.0
Up. Pr. Secondary and Higher Sec	244	5333	231	0	5808	4.2	91.8	4.0	0.0	100.0
Secondary Only	395	1261	1086	29	2771	14.3	45.5	39.2	1.0	100.0
Secondary with Higher Secondary	12	455	113	0	580	2.1	78.4	19.5	0.0	100.0
Higher Secondary only/Jr. College	0	60	219	0	279	0.0	21.5	78.5	0.0	100.0
Total	14163	17640	4785	82	36670	38.6	48.1	13.0	0.2	100.0

8.4 Relevance of Urdu medium education and Issues with existing schools

In a fast changing socio-economic scenario in a globalised world, what is the relevance of getting children educated in non-state and non-market languages? Whether the cultural aspect of the language is more important or economic aspect? What is the best way of mainstreaming an economically marginalised community like Muslims in India? These are some important questions being asked by development experts and also well-wishers of the community. Many claim that Muslim community needs to educate their children more in English medium schools in order to overcome the marginality and economic deprivation. The assumption is that English, a language of the globalised world and the market, will help the students to enhance their employability, learn modern technologies and thus to secure better income. The state languages also offer better prospects for employment than Urdu, which neither state nor the language of the Market.

8.5 Urdu and employment prospects

Urdu has been a language of education in Maharashtra but the language has not been linked with employment opportunities by the government. There is hardly any official correspondence in Urdu and even the Urdu newspaper struggle to sustain themselves due to lack of revenue, while English and Marathi dailies are largely flush with revenue earned from advertisements. Many Urdu newspapers are even forced to carry out advertisement in Hindi and English to supplement their incomes. Only in Bollywood it has been widely used in songs and dialogue but that is also diminishing in recent years. These tell the story of the market relevance of the Urdu as a language.

Most of the state run competitive examinations are conducted in Marathi and English. This shuts the doors for Urdu medium educated students for larger job opportunities state and the market have to offer. In such a scenario, maximum an Urdu educated student can expect is job of an Urdu teacher in Urdu schools and Madarsas.

There are number of writings, and one also sees articles in Urdu newspapers every second day, on how step motherly the governments since Independence has treated Urdu. One also hears the assertions from Urdu loving people that they will work for the promotion of the language and once a while support for the same is also promised by the state officials or politicians.

The realisation is fast coming to the educated upper and middle class Muslims that Urdu may be important for cultural preservation but it is not important for Market and the State. They have started sending their children to English medium schools and in fact in my personal conversation with those managing many Urdu schools was found that they send their own children in English medium schools, while teach Urdu to the children indoor. In the meetings and seminars, many community leaders and managers of such schools exhort the community for saving Urdu and promoting Urdu schools but the personal level they do just opposite. This also shows the difference between the personal and community optima. However, realising the market demand, more and more Muslims who are able to afford and get admission in English medium schools are sending their children to these schools. The long queues for getting admission forms and running around by the parents for admission of their children in English medium schools are indications of the same. Only the poor Muslims and those who are not able to get admission in English mediums schools, including poor tribals and dalits not having schooling facilities except Urdu schools nearby, are sending students in Urdu schools in the state. The poverty and lack of career prospect for those educated from these schools also takes toll of the number of students. The number of students in Urdu medium schools declines very fast from Primary to HSC level. Only about 10% of the total students who enrol in these schools at Primary level reach to HSC level (Table 8.5). Although, availability of HSC

level schools offering education in Urdu medium is an issue, but this should not be confused with the emerging trend and the harsh reality of bleak career prospects of the students educated from Urdu medium schools. Zakaria writes:

“It is no use educating children in Urdu, if, on completing the required course and obtaining degree in Urdu, they cannot get jobs or opportunities to better themselves and their families economically. Is it then wise to insist that Urdu should be made the sole medium of instruction in educational Institutions? There is, I hope, some possibility of its survival if it can be taught as compulsory subject, with emphasis on its literary aspect; the technical subject would have to be taught in English, if need be, with special oriental classes in English. This seems most unfortunate but there appears to be no other way to keep it alive.” (Zakaria 2004:408-09).

Table 8.5: Number and share of students in Urdu medium schools by level of education, 2013-14

Level	Number	Per cent
Primary	6,78,030	52.2
Middle	3,64,600	28.1
Senior Secondary	1,86,371	14.3
Higher Secondary	70,628	5.4
Total	12,99,629	100.0

So far only Urdu is facing this challenge but spread of globalisation will take toll of other languages as well (Zakaria 2004). State languages are also victim of the market. Bengali, Telugu, Marathi schools are being closed, while the preference is shifting for English medium education.

Exhorting the cause of Urdu, Farouqui wrote in 1994 about Urdu in Maharashtra’s educational system,

“What gives satisfaction is the regular presence of Urdu teachers and regular holding of the classes in the schools and even colleges. All the subjects in these schools are taught through the Urdu medium” (1994:785).

What he was unable to guess at that time that barely in 10 years-time even Muslims will demand semi-English medium teaching in Urdu schools and the state will introduce the same. Farouqui also wrote,

“In Maharashtra even middle class Muslims prefer Urdu education unlike other states where people prefer sending their children to convent; and these states, too, only lower middle class Muslims send their children to Urdu schools” (Farouqui 1994: 785).

However, the scene is changing very fast and those can afford and get admission are sending their children in English medium schools. They prefer that their children should study Urdu but either as an optional subject or indoor, at home with hired teacher. In fact, Zakaria argues,

“In Maharashtra, many Urdu classes in Government run schools had to close down due to paucity of students. In Mumbai also, Urdu medium schools run by the Corporation are facing the same fate. Thus, admission in Urdu Medium Schools are going down everywhere” (Zakaria 2004:410).

8.6 Quality and Syllabus of Urdu medium Schools

It is also a fact that quality of teaching in most of the Urdu schools is unsatisfactory, and there are many causes for it.

First, the quality of teachers is not up to the mark and most of them after getting the appointment from the school authorities show the least interest in teaching and career of the students. Related to this is dearth of training colleges for Urdu medium schools teachers at regional level. The instructors are also not able to orient effectively Urdu medium teachers as most of them themselves lack the knowledge of the language. Even school inspector lack knowledge of Urdu and most often rely on teachers for understanding the issues related to these schools. This constraints the effective assessment of the school related issues and quality of the teaching delivered to the students.

Second, Syllabus of Urdu schools is almost the same as for Marathi medium schools. Syllabus of the school education is prepared by the Maharashtra State Bureau of Textbook Production and Curriculum Research, which was established by the Government of Maharashtra in 1967. Secular education textbook are often first prepared in Marathi and then translated into Urdu. This means that course material for both Marathi and English is the same. However, translation in Urdu does not take place in time and Urdu textbooks arrive late in market/schools. There also remain a number of mistakes and errors in the textbooks due to lack of effective and efficient translation of the textbooks.

Third, there is a dearth of higher level of research and teaching institutions in Urdu of secular subjects and that reflects well in errors in terminologies and explanation of scientific and technological issues published in these books.

Fourth, Urdu language is very rich to express emotions but poor in vocabulary related to science and technical aspects. Urdu lack adequate scientific vocabulary. The terminologies that are invented if not directly adopted from English become very difficult to understand by teachers as well as by students. It is a matter of great satisfaction that Urdu schools adopted mixed medium of education (teaching science and math subject in English). This has obviated the need of constructing Urdu vocabulary which it naturally lacks. However, the problem related to social sciences remains. Social sciences, have also become very technical and sometime use more difficult terms that can be effectively translated in Urdu. Further lack of familiarity of the terminologies used in social sciences, Urdu school educated children find even it difficult to perform well in social sciences at college and university levels and finally drop out. This difficulty arose from the social and political history we had. The growth of Urdu and its development got badly affected by politics of partition and that affected its scientific and technical vocabulary as well.

“In Hyderabad province, before independence an experiment to introduce higher education through Urdu medium, initiated by the then Nizam of Hyderabad, had proved a great success. In this connection ‘Darul-tarjuma’ an institution set up for translating technical books into Urdu, did a commendable job. After partition, the political role of Hyderabad became uncertain. Urdu had already come to be accused as a means of precipitating the partition of India. As a consequence Urdu was abolished as a medium of education and the stock of books produced by Darul-tarjuma was burnt to ashes in extraordinary circumstances” (Farouqui 1994: 782).

Fifth, those who educate their children in Urdu medium schools face another major difficulty. The Urdu medium education is available only up to secondary or HSC levels but after that they have to go for English or regional languages.

Sixth, those educated from Urdu medium schools find it difficult to cope with education at higher level non-Urdu subjects. Urdu medium educated students find it difficult to comprehend the science and social studies subject as they remain unacquainted with the terminologies and concepts used in English or Marathi. Though, English and Marathi remain compulsory languages in Urdu medium schools but that level is not enough to provide mastery over them. As Bachelors level onward, the language of instruction mainly becomes English, the students face serious problems and that results in lack of interest in studies and also decline in performance of students. As Rafiq Zakaria writes:

“As the students are poor in English, which is not their mother tongue, they are unable to deal with technical subjects with the

result that they either fail in the very first year or drop out” (Zakaria 2004:413).

“...Muslim students will continue to suffer in colleges and universities. And that will shut the doors of employment for them” (Zakaria 2004:412).

In fact, leave aside the suffering, most of the Muslim students will not reach to the college and university level by sticking to Urdu medium schools as competitive examination for admission are being introduced by Universities and colleges in English and Marathi mediums.

However, there is a large number of Muslim students in the state attending Urdu schools. Many also argue that, in developmental terms, the obsession of the community with Urdu medium schools may cost the community heavily. In today’s time, the language economically remain useful mainly for those who are teaching in these schools. Given the lack of employment prospect of those educated from Urdu schools, the number of students is expected to decline in coming years. Zakaria says,

“There is, of course, the sentimental aspect which cannot be ignored but in trying to save the language, we should not jeopardise the careers of young men and women. The adjustment has to be made so as to be in tune with modern requirements” (Zakaria 2004:413).

However, it does not mean that language as such will die. A large section of Muslims prefer that their children should have knowledge of Urdu language, and as such most of them provide indoor Urdu education to their children. However, many also claim that this may be the last generation of Urdu speakers in many part of the country. In Maharashtra, it may go on for one or two generations more before the poor Muslim realise that it is not economically rewarding to send their children to these schools.

8.7 Summing up

No doubt that there is an urgent need to promote and safeguard Urdu language in India as the language is disappearing very fast in the country. It has now got largely limited to the Muslim community, and Maharashtra is only state in the country which provides education to the children in a large number of Urdu medium schools. About 95% of the total students in Urdu mediums schools in Maharashtra are from Muslim community. This makes the issue of saving Urdu more complicated as Muslims are also educationally and economically one of the most deprived community in the country as well as in the state of Maharashtra. Any attempt to salvage the language also requires due attention to the situation of Muslims and what implication it will have on them. Further, Urdu medium education is deeply linked with

the destiny of the language and the prospect of the Muslim community. Therefore, the promotion of Urdu language has also to be in such a way that they affect the prospect of the Muslim community in right way.

Chapter 9

Summary and Conclusions

Maharashtra is one of the few states which has taken steps to provide school education to its largest religious minority, Muslims, in Urdu language. Although, Urdu is not a language of Muslims alone. It is a product of interaction of people from different cultures and languages during the medieval time. Deccan region of the country has contributed enormously in the development of the language and the regional languages in this region including Marathi contain a large number of Urdu vocabularies. However over the past few decades, especially since the independence, the language has been mainly linked with Muslims. As a result, the marginalisation of the Muslims in the country has resulted in the marginalisation of the language. Many also claim that it is vice-versa-- given the language which Muslims were/are speaking, got marginalised so the Muslims in socio-economic spheres of the national life. The major finding and conclusions of the study are as follows:

- Maharashtra is the only state in the country which has largely fulfilled the constitutional promise of providing the primary level of education to its Muslim minority in Urdu language and to fulfil this promise the state itself is running 2,571 Urdu medium schools, besides providing financial aids to 1,418 private managed schools. The state has recognised unaided 893 Urdu medium schools while there are 18 Urdu medium schools which are not recognised by the state. Most the state managed schools are Zilla Parishad and Municipal schools. Thus, the state has total 4,900 Urdu medium at present, and this is the largest number of Urdu medium schools in any state of the country.
- Urdu Schools are not uniformly distributed across the districts of the state but follow the regional pattern of distribution of Muslims population. Among the Divisions, Amravati, Auragabad and Konkan have the highest number of Urdu Schools in the state. Most of the Urdu Schools in the state have been established after 1981, and specifically the schools offering senior and higher secondary level of education have emerged in this period. Urdu schools today constitute about 4.7% of the total schools in the state and most of these schools are coeducational schools, nullifying the claim that Muslims mostly prefer sex-segregated schools for their children.
- In recent years there has been massive increase in the share of schools managed by private sector and most of these schools are unaided. We find that older schools, those established prior to 1960s, in the state are largely managed by Zilla Parishad, municipalities or Nagar Palikas. Most of the Urdu schools established during 1961 to

1990 are under the management category of private aided schools while after 2001 we have a large share of schools under private unaided management category. We do not find any definite regional pattern in distribution of school by type of schools (Boys' or Girls') and management category in the state.

- The rise of private unaided schools are cause of concern as where the demand for quality education by poorer section of the society is rising, the state is withdrawing from it. There should be an attempt to provide quality education in public managed schools through private-public partnership and with lower cost rather than extract massive cost from poorer section of the society in which many private schools are engaged in today. We must understand that quality of education is linked to the possibility of brighter future and out of poverty living, and the poorer section needs this kind of education the most at the lower cost.
- Most of these Urdu medium schools in the state are coeducational schools and about 200 are only for girls and less than 100 schools only for boys.
- Most of Urdu medium schools in the state are located in Konkan, Nashik, Amravati, and Aurangabad divisions. Pune districts also has a large number of Urdu medium schools. The distribution of Urdu medium schools in state largely follows the pattern of distribution of Muslim population in the state. In districts of southern Western Maharashtra, Marathwada, and Nagpur Divisions, the number of Urdu schools is lower. And except in southern Marathwada, the share of Muslim population in these regions is also lower.
- Total about 13 lakh students in the state are enrolled in these 4,900 Urdu medium schools. And as such, Urdu medium schools rank third with regard to enrolment of number of students. Marathi and English medium schools rank first and second respectively and they account for about 75% and 17% of the total students enrolled in the schools in the state.
- Of the total about 13 lakh students are enrolled in Urdu medium schools in the state, 6.78 lakh are at primary level, 3.65 at Middle level, 1.86 lakh at SSC level, but only about 71 thousand at HSC level. This shows that there is a very significant drop out of the students from Urdu medium schools and only about 10% of the students enrolled at primary level reach to HSC level.
- The share of girls in total students enrolled in Urdu medium is higher than the boys. As against 5,57,655 boys in Urdu schools, the number of girls enrolled in these schools in 2013-14 was 7,14,974, that is about 1.84 lakh higher than the boys. This shows that Urdu schools are preferred for girls.

- The Urdu schools employ 36,670 teachers in the state, and that accounts for about 5.2% of the total teachers employed in all the schools in the state. In comparison to the share of Urdu teachers to the total teacher employed in all schools in the state, the share of student in Urdu medium schools to the total students enrolled in Maharashtra is 5.9%. This shows that there is higher number of students per teacher in Urdu medium schools and this distortion need to be corrected by recruiting more teachers in Urdu schools.
- Quality and quantity of teachers matters in the education system. We find that there is still about two-fifth of the total Urdu schools in the state which are having one or two teacher, while about one-third of government schools in the state have one or two teachers.
- In large number of districts with higher concentration of Muslim population, there is higher number of students-teacher ratio (greater than 30). There is an urgent need to recruit teachers for these schools to bring the student-teacher ratio within prescribed limit.
- In most of the districts of northern Maharashtra, the share of women in total teachers in Urdu medium schools is quite low. There is an urgent need to address this. The balance share of women teachers will encourage girls to go to schools and also it can affect the overall retention rate of students.
- Although more than 95% of the teachers in Urdu schools are working on regular basis, there are a few districts in the state where a large proportions of the teacher are working on contract or part-time bases. Such districts are Satara, Washim, Akola, Nagpur, Pune, Jalna and Sangli. There is an urgent need to appoint these teachers on regular basis to enhance their stake in providing quality education to the children. The situation in the state is quite satisfactory with respect to educational and technical qualifications of the teacher in Urdu schools.
- The analysis of data related to transition rate of students from one level of education to another level has shown a number of concerns. The transition rate is quite low in these schools. Of every 100 enrolment in these schools only about 10 students are able to move from Primary level to HSC level and the rest either drop out or move to schools offering education in mediums. However, given the language constraints it is least possibility that the students from Urdu Medium Schools will move out to other medium of schools in large numbers. Most of them drop out from the schools.

- Girl students in almost all the districts show better transition rate than boys but in comparison to other medium schools, the transition rate in Urdu medium of even girls is lower. There are many reasons for this low transition rate of students in Urdu medium schools. First, the students educated in Urdu mediums schools do not find any bright possibility of employment except in Urdu medium schools as teachers. Second, the Muslim community which largely send students in these schools, has low expectation for employment in government sector due to perception of discrimination. Third, given the prevalence of poverty in Muslim community, a sizeable share of families are not able to afford the cost of education or they need to send their children to work for providing economic support to families. Fourth, there are dearth of Urdu medium schools at higher level of education and that also forces students to drop out. Fifth, there is also perception that quality of education offered in these schools is low in comparison to schools of other medium of education and those who can afford education send their children in non-Urdu medium schools, specially English medium schools, despite Urdu medium schools being located nearby. Lastly, female students show better transition rate and they are not forced to work at early stage to support families, this is specifically true among Muslims, but as they cross HSC level, are forced to drop out of schools.
- A large section of Muslim population in the state send their children to Urdu medium schools. At present, the share of Muslim students attending the Urdu medium schools from Primary to HSC level is about 46%, which constitutes about 95% of the total students in Urdu medium schools in the state. However, not all is well with these schools. There is a very high dropout rate. On an average only 10 students enrolled at primary level in these schools reach to HSC level. While in Marathi medium schools for Muslim students this transition rate is about 15%.
- As mentioned above, Muslim community send more girl students to Urdu medium schools than boys. However, at the higher level from SSC to HSC the transition rate of girl students is better than the boys. This shows that Muslim boys often drop out from these schools due to economic reasons while girls continue to study. This trend of girls pursuing higher education among Muslims has been special hallmark of this new century.
- There is also a regional dimension in share of enrolment of Muslims students in the state. More than two-third of the Muslim students in the state in northern Maharashtra and specifically in Nashik, Amravati and Konkan Divisions are enrolled in Urdu mediums schools, while in south central Maharashtra more than 40% of them go in Marathi medium schools. The share of Muslim students is more than 30% in most of the districts of Konkan region and in Pune district.

Table 9.1: SWOT analysis of the Urdu medium schools in Maharashtra

<p style="text-align: center;">Strength</p> <ul style="list-style-type: none"> 🚩 Large network of schools 🚩 More than 13 lakh students enrolled 🚩 Preferred schools by Muslims 🚩 Provide education in a language that united the people of the country and is product of a secular culture of the country 	<p style="text-align: center;">Weakness</p> <ul style="list-style-type: none"> 🚩 Large share of Low quality teachers lacking motivation 🚩 Lower availability of infrastructural facilities, from class room, library staff, playground, toilets to space for further development of school facilities 🚩 Weak linkage of the language of instruction with the market 🚩 Little support to the language of instruction from the state 🚩 Possibility of higher education for children low as they find difficult to cope with English and Marathi mediums at higher level 🚩 Employability of the students educated from these schools low 🚩 High dropout rate of students from these schools
<p style="text-align: center;">Opportunities</p> <ul style="list-style-type: none"> 🚩 Can play important role in shaping the development direction of the Muslims who largely rely on these schools for education of their children 🚩 Provide education to the girls who constitute a large share of the students enrolled in these schools. This will help in gender empowerment. 🚩 Reimagining the schooling system and provision of education for the marginalised communities relying on it through appropriate modernisation and restructuring of management and curriculum. 	<p style="text-align: center;">Threat</p> <ul style="list-style-type: none"> 🚩 Retention of students low 🚩 Higher expected employability due to marginalisation of Urdu language 🚩 Low possibility of students pursuing higher education due to weak economic status of the community relying on the schools, and language barrier (higher studies only available in English or in Marathi medium) 🚩 Shift of students from these schools to other schools, especially to English medium, and possibility leading to closing down of the schools.

Chapter 10

Recommendations

The destiny of Urdu schools is connected with the destiny of Urdu language in India. No doubt that there is an urgent need to promote and safeguard Urdu language in India as it is disappearing very fast from the country. It has now got largely confined to the Muslim community, and Maharashtra is the only state in the country which provides education to the children in a large number of Urdu medium schools. About 95% of the total students in Urdu mediums schools in Maharashtra are from the Muslim community. This makes the issue of saving Urdu more complicated as Muslims are also educationally and economically one of the most deprived community in the country as well as in the state of Maharashtra. Any attempt to salvage the language also requires due attention to the situation of Muslims and what implication it will have on them. Further, Urdu medium education is deeply linked with the destiny of the language and the prospect of the Muslim community. Therefore, the promotion of Urdu language has also to be in such a way that they affect the prospect of the Muslim community in right ways. In these respect, the following measures are recommended:

1. To remain relevant and widely use, “Languages and scripts need state support – first-language status in administration and education – if they are to become embedded in a capitalist world” (Jeffery 1997:635). However, it may not be possible to make Urdu first language of the state. However, there is a need to make Urdu as second state language of Maharashtra. This status change should not only be confine to papers but the official advertisements and communications as well as competitive examinations for various posts must be allowed in Urdu language.
2. The state needs to set up an ‘Institute of Urdu’. The objective of the Institute should be to promote research and teaching of secular subjects in Urdu language. This will help in creating necessary trained people who would help in strengthening the Urdu medium school syllabus, produce technical vocabularies for Urdu and textbooks in Urdu language required at school and higher level of learnings.
3. Using the three language formula, there should be efforts to introduce Urdu as the second modern language at alternate level of education along with Hindi. In fact, popular version of both the Hindi and Urdu languages are almost the same, except their scripts.
4. There should be efforts made by those knowing the language to teach others and popularise the language. This, along with the government making it as the second

state language and promoting official communication in it, will help in bringing Urdu to larger society. These two efforts will embed the language in Market which will generate employment for those educated from Urdu medium schools.

5. Rafiq Zakaria says, "I believe that real foundation of learning Urdu should be laid in primary schools which should have Urdu as medium of instruction; but in secondary schools, we must be prepared to compromise – some subjects in the arts section like history, geography, etc, may be taught in Urdu while subjects in the science section like mathematics, physics, chemistry, biology, etc, must be taught in English...Thereafter in junior colleges, which consist of eleventh and twelfth grade, medium of instruction would have to be only English so that students are well prepared to cope with education at the college and university level." (Zakaria 2004:412-13). This is a good suggestion but what I will add that social sciences should also be introduced with vocabulary which is easy to understand and for that purpose terminologies from English language can be borrowed rather than be invented from Persian and Arabic sources. Urdu need to be only as an optional subject at HSC or Junior college level.
6. There is a need that Urdu speaking people organise more programme and create institutions which impart the knowledge of the language free of cost (Russell 1999). Public seminar, Mushairas, functions and festivals should be organised to promote Urdu. This will attract people to the language. In Mumbai, the Bhendi Bazar festival has become such a programme.
7. The language can be promoted in all- Nastaliq, Devanagari and Roman scripts. "Confining Urdu to the Persian script also works against its spread. There is a large readership for Urdu works written in Devanagari script and also for Urdu works introduced through English." (Russell 1999: 44). Urdu literature translated in Devanagari or English or other vernacular scripts should be promoted and also included in the school syllabus of English literature or other vernacular language. This will not only popularise the language, but will generate the requirement of translators etc. This in turn would create employment opportunities for those pursuing studies in Urdu literature.
8. There is a section of Muslim population, which emphasises and also understands that Urdu is language of Muslims and seeks to educate their children in Urdu language more from the religious point of view than due to cultural and economic. This conception that Urdu is a language of Muslims needs to be done away with. But the language need to be promoted as larger Indian heritage and a language which binds people together through its secular orientation.

9. The support to the language has often been linked to the support to Muslims and has received tokenism or what Jeffery (1997) calls 'moth-eaten' patronage. The supports to the language have often been with goal of keeping Muslims happy for votes. But this is not the kind of support which can sustain or embed a language under capitalism. Gurmukhi in India survived because religious and social support which was latter combined with state support by the Punjab state. The story of Hebrew is the same: the language, which was reduced to only religious discourse, has emerged as prominent language at the international level and embeds it in the capitalist world due to support from the State of Israel. Urdu, at present, is surviving mainly with religious support in India, and now needs support from the state.
10. Madarsas have been important institutions where education is imparted in Urdu. Madarsas in the past produced many scientists and philosophers but today's context is different. In the past, Urdu and Arabic were the main languages of scientists, thinkers and Mullas alike but today it is only language of Mullas, Maulvis and to a large section of Muslims. Further, in Madarsas, teaching of secular subjects have declined or are not introduced, limiting the scope of broad learning by students. The teaching in Madarsas are mainly limited to *Ibaadat* and life hereafter. In fact, it is contrary to what Islam argues for and puts no limit on its acquisition in every sector and department of life in this world. The problem Muslims are facing in this world, here and now. There seems to be no other way except to adopt the language for education brought by the globalisation like English or the national and state languages. In fact, "After the victory at Badr, he (Prophet Mohammad) told the prisoners that if they wanted their freedom, each one of them should teach ten Muslims. Surely they could not teach anything about Islam because the prisoners knew nothing about it. What the prophet wanted them to do was to teach them what they knew, their own knowledge about worldly matters" (Zakaria 2004:416). This shows that Islam does not limit the search for knowledge to only few sources but from where-so-ever it is possible, be it religious or secular.
11. The larger community should be encouraged to adopt Urdu medium schools run by governments or other local authorities and help them in management and by introduction of technical courses and improving their standards.
12. In fact, many private organisations and well-meaning people have already initiated their efforts to equip the Urdu medium schools in the state with modern technologies, including computers. The initiative by Maharashtra Cosmopolitan Education (M.C.E.) Society, Pune, or Azam Campus, has been exemplary in this regard. The Society, led by Mr. PA Inamdar and Abida Inamdar, has changed the face of the Urdu medium schools located in the campus by providing strong

orientation to students of these schools to computers, including robotics. The society has already adopted a number of Municipal schools in Pune for providing computer education and has set up computer labs in these schools. They have also extended this help to other schools and Madarsas located in Ahmednagar, Aurangabad and other districts. The teaching and learning process of these schools are monitored by CCTV from Azam campus in Pune. The government needs to encourage this type of initiative for modernization and improving the quality of education in Urdu medium schools.

13. There should be translation of scientific and technical works along with literary works from English to Urdu. The Institute of Urdu can be entrusted with this responsibility. There is a need to understand that most of Urdu departments in Universities are dealing with literature and they may not be very equipped to deal with social science subjects as required and therefore these departments should not be burdened with this responsibility of carrying out research in social sciences, secular, scientific, and technical subjects.
14. Urdu in India has become a synonymous with Urdu literature. However, literature alone cannot keep a language alive. It is everyday use of language that helps it to grow and find new meanings (Farouqui 2008). In promotion of the language, Urdu newspapers can play important role through gathering news and writing in such a way that elicit interest of non-Urdu speakers.
15. As the education and literacy is reaching the poor Muslims, the speakers of the language are also rising. But at the same time the upper and middle classes of the Muslims are exiting out the language and adopting English and regional/state language for economic gains. If employability of the students from Urdu medium schools is enhanced, abovementioned state action and embedding it in the Market through people's effort, the base of the language is likely to expand.
16. Many claim that it may be cultural genocide (Latifi 1999) if we allow the language to die. In many states Urdu has only become a language spoken only at home or at religious gatherings. Urdu language through promotion of meaningful research should be made a language of progressive thinking and ideology. It is a product of mixture of culture. The establishment of 'Institute of Urdu', regular organisation of seminars and debates, official communications and introduction of Urdu as an optional language along with Hindi and English can help in realising this.
17. The number of teachers in Urdu schools are especially low and there are significant number schools with one or two teachers. Attempts should be made that within three

years' time all posts of teachers are filled in and also there remain no single teacher schools.

18. Quality and quantity of teachers matters in the education system. We find that there is still about two-fifth of the total Urdu schools in the state which are having one or two teacher, while about one-third of government schools in the state have one or two teachers. Further, large number of districts with higher concentration of Muslim population have higher number of students-teacher ratio (greater than 30). There is an urgent need to recruit the teachers for these schools to bring the student-teacher ratio to within prescribed limit.
19. In most of the districts of northern Maharashtra, the share of women in total teachers in Urdu medium schools is quite low. As per the recommendation by SSA at least 50% of the teachers in schools should be women. There is an urgent need to address this. This balanced share of teachers from women will encourage girls to go to schools and also it can affect the overall retention rate of students.
20. Although more than 95% of the teachers in Urdu schools are working on regular basis, there are a few districts in the state where a large proportions of the teacher are working on contract or part-time basis. Such districts are Satara, Washim, Akola, Nagpur, Pune, Jalna and Sangli. There is an urgent need to appoint these teachers on regular basis to enhance their stake in providing quality education to the children. The situation in the state is quite satisfactory with respect to educational and technical qualifications of the teacher in Urdu schools but motivation and understanding of responsibility are quite low.
21. There is also dearth of schools offering education at HSC and SSC levels. There is a need to augment the number of such schools.
22. There is a need to introduced well equipped training centres for Urdu teaches at district level where the number of schools is more than 50. These centres need to impart knowledge of ICT and also should be equipped with libraries. Teachers and students can borrow books from there.
23. Less than 10% of the Urdu schools in the state have computer aided lab and learnings. There is also acute shortage of staff who can manage libraries. Attempt should be made to equip all the schools in the state with computer labs well connected with functional electricity connection within three years' time. Also the libraries in each schools need to be enriched and expanded through special grants.

24. To orient students to English language and computers from primary level itself, English teacher (female) need to be recruited in all Urdu medium schools. The teaching of basic alphabet and composition must be started from primary level. A well-equipped computer lab should assist students in learning and typing of English and Urdu. Linking the learning of Urdu and English or Urdu and the vernacular language will help in increasing the relevance and utility of this language especially in terms of enhancing the suitability and employability of the students, largely the students of the Muslim community who depend on these schools.
25. Given that there is a significant rate of drop out from Urdu medium schools, special efforts should be made to retain the students in these schools. For this, counselling of parents and students need to be initiated. A regular parent teacher meetings will help enormously in this regard.
26. More than 60% of the Urdu schools do not have adequate land for development of playground for students and more than about one-half of the total Urdu schools do not have space for further expansion of schools facilities. This shortage of space needs special attention of the government. As most of the Urdu schools in urban centres are often located in congested areas where Muslims are concentrated their expansion becomes difficult. Attempt should be made to redevelop these areas and free the land for educational institutions and expansion of the existing ones.
27. There is also higher number of students per class room especially in Urdu schools located in urban centres. Financial assistance along with space for construction need to be provided to the schools to overcome this problem.
28. Further, about one-tenth of the total Urdu medium schools in the state are having Anganwadi in or adjacent to the schools. Given that a large section of Muslim population lives below the poverty line, there is a need to cover all the schools with Anganwadi /ICDS centres. This will enormously help in bringing children to the schools and improve their nutritional status.
29. There is also a lack of toilets for both boys and girls in a number of Urdu medium schools in the state. The attendance and retention rate of girl students, especially from Muslim community, is strongly linked with availability of toilet facility for girls. There is an urgent need to fill the gap by proactively providing resources to constructs toilets in schools.
30. There has been some voluntary efforts by the community based organisations and also by individuals to open schools for providing education to children in Urdu

medium. These schools need to be recognised by the government and appropriate financial help should be extended.

31. There are also a large proportion of Urdu medium schools in the state without any boundary wall to secure their premises and infrastructure. This results in lack of security for students, illegal occupation of the school land, and also schools become shelter at night for miscreants and for animals. Many Urdu schools in the state especially in Malegaon have no drainage facilities and water in rainy season remains logged in the school compound remain water-logged for many days. This need to be immediately addressed through appropriate financial grants for this purpose.
32. Congestion in Muslim concentrated areas and also small size of the living space does not allow students to study at home. Further everyday issues related to family also distract students from studies. At present there are only a few schools having hostel facilities. Attempt should be made to provide hostels for students (both girls and boys) for every 10-15 school clusters. These hostels should be given under the charge of NGOs for managed and should be also under proper watch by the local school authorities.

Setting up of Model Urdu schools

33. It is strongly recommended that a model Urdu schools be established with every 50,000 students enrolled in a district. These schools should be managed like Navodaya Vidyalas and should be organised on that model. These schools should be residential schools offering education from Primary to HSC/junior college level of education. Some of the existing Urdu medium schools performing better can be converted into these Model Schools or if not found suitable schools, new schools should be opened. These schools can function under a committee headed by the district collector. The schools should be equipped with all modern teaching and learning facilities and follow the language and syllabus as suggested for the Urdu schools above.

Appendix 2A

Table 2A.1 : Distribution of schools by medium of education, 2013-14

S.No.	Districts	Urdu	Marathi	Hindi	English	Others	Total
1	Mumbai	95	406	133	868	86	1588
2	Mumbai Suburban	303	736	373	822	239	2473
3	Thane	267	5107	436	1607	146	7563
4	Raigarh	197	3301	7	295	2	3802
5	Ratnagiri	229	2974	0	132	0	3335
6	Sindhudurg	35	1694	0	50	0	1779
7	Kolhapur	93	3158	2	322	5	3580
8	Pune	120	5692	34	1139	11	6996
9	Sangli	73	2419	0	171	172	2835
10	Satara	39	3563	0	252	0	3854
11	Solapur	164	4141	3	190	114	4612
12	Ahmadnagar	126	4775	4	295	0	5200
13	Dhule	85	1763	2	91	1	1942
14	Jalgaon	335	2683	15	199	2	3234
15	Nandurbar	62	1891	1	58	13	2025
16	Nashik	262	4708	10	353	2	5335
17	Aurangabad	290	3212	11	390	0	3903
18	Bid	169	3045	0	123	0	3337
19	Hingoli	43	1120	2	39	0	1204
20	Jalna	109	1934	10	103	0	2156
21	Latur	141	2249	1	108	0	2499
22	Nanded	142	3254	5	128	1	3530
23	Osmanabad	60	1608	1	64	0	1733
24	Parbhani	150	1715	1	105	0	1971
25	Akola	257	1290	22	185	2	1756
26	Amravati	292	2290	31	192	0	2805
27	Buldana	262	1953	6	139	0	2360
28	Yavatmal	180	2912	18	180	0	3290
29	Washim	123	1095	3	61	0	1282
30	Bhandara	5	1222	15	84	0	1326
31	Chandrapur	21	2221	38	210	21	2511
32	Gadchiroli	5	1924	27	79	46	2081
33	Gondia	3	1299	213	122	7	1644
34	Nagpur	125	2770	289	766	1	3951
35	Wardha	38	1302	14	122	0	1476
	Total	4900	87426	1727	10044	871	104968

Table 2A.2 : Number of Urdu Schools by Category, 2013-14

Districts	School Category Id										Total
	Primary	Primary with Upper Primary	Primary, Upper Primary and Secondary and Higher Secondary	Upper Primary only	Up. Pr. Secondary and Higher Sec	Pr. Up Pr. and Secondary Only	Upper Pr. and Secondary	Secondary only	Secondary with Higher Secondary	Higher Secondary only/Jr. College	
Mumbai	0	0	0	1	10	0	60	20	4	0	95
Mumbai Sub.	109	159	0	0	0	0	6	29	0	0	303
Thane	47	147	0	0	10	2	16	38	6	1	267
Raigarh	95	68	0	0	13	1	7	13	0	0	197
Ratnagiri	97	94	3	0	7	0	9	16	3	0	229
Sindhudurg	15	14	0	0	0	0	2	4	0	0	35
Kolhapur	20	54	0	0	4	0	2	9	4	0	93
Pune	15	77	1	0	6	0	4	16	1	0	120
Sangli	12	48	0	0	3	0	1	8	1	0	73
Satara	19	14	0	0	0	1	3	2	0	0	39
Solapur	22	110	0	0	6	1	10	13	2	0	164
Ahmadnagar	51	55	0	0	5	0	1	12	1	1	126
Dhule	27	33	0	0	10	0	15	0	0	0	85
Jalgaon	114	151	1	0	16	0	25	23	1	4	335
Nandurbar	25	19	3	0	4	1	10	0	0	0	62
Nashik	60	147	0	0	12	0	15	25	2	1	262
Aurangabad	64	127	0	0	9	0	17	61	3	9	290
Bid	55	75	0	0	9	2	7	16	5	0	169
Hingoli	10	17	0	0	4	0	2	6	0	4	43
Jalna	39	27	1	0	4	0	9	19	5	5	109
Latur	33	68	1	0	8	0	3	24	4	0	141
Nanded	45	57	2	0	12	2	10	12	1	1	142
Osmanabad	14	27	0	0	1	0	2	10	5	1	60
Parbhani	51	46	0	0	3	0	9	32	1	8	150
Akola	92	93	0	0	19	2	21	19	4	7	257
Amravati	103	116	0	0	20	3	11	30	8	1	292
Buldhana	103	90	0	0	19	0	9	28	4	9	262
Yavatmal	54	74	0	0	10	0	17	16	3	6	180
Washim	45	46	0	0	9	1	9	11	1	1	123
Bhandara	1	2	0	0	1	0	0	1	0	0	5
Chandrapur	14	5	0	0	1	0	1	0	0	0	21
Gadchiroli	2	2	0	0	1	0	0	0	0	0	5
Gondia	1	1	0	0	0	0	0	1	0	0	3
Nagpur	50	33	0	0	14	1	16	7	1	3	125
Wardha	19	9	0	1	3	0	1	3	0	2	38
Total	1523	2105	12	2	253	17	330	524	70	64	4900

Table 2A.3 : Distribution of all schools in Maharashtra by category, 2013-14

Districts	School Category										Total
	Primary	Primary with Upper Primary	Pr. Up Pr. and secondary Only	Upper Primary only	Up. Pr. Secondary and Higher Sec	Pr. Up Pr. and Secondary Only	Upper Pr. and Secondary	Secondary only	Secondary with Higher Secondary	Higher Secondary only/Jr. College	
Mumbai	0.1	0.3	2.8	0.4	14.5	6.2	52	11.3	3.2	9.1	100
Mumbai Sub.	56.6	37.5					1.6	4.2			100
Thane	42.7	33.3	0.8	0.2	2.2	1.7	3.8	12.3	1.9	1	100
Raigarh	61.7	23.1	0.7		2.5	1.2	4.6	5.3	0.6	0.3	100
Ratnagiri	55.4	31.9	0.1	0	2.4	0.1	3.1	5.6	0.9	0.4	100
Sindhudurg	56.7	29.6	0.1	0.1	2.9	0.9	4.2	4.5	0.2	0.8	100
Kolhapur	41.8	32.4	0.1	0.1	4.2	0.9	8.7	10.1	0.8	0.9	100
Pune	51	26.1	0.8	0.1	3.9	2.2	6.6	7.2	0.9	1.2	100
Sangli	51.4	25.2			5.2	0.4	9.8	6.4	0.3	1.3	100
Satara	55.7	25.1	0.4	0	3.4	1	7.2	6.2	0.3	0.8	100
Solapur	54.1	25.1	0.3	0	5.2	0.7	9.4	3.5	0.9	0.9	100
Ahmadnagar	65.2	15	0.5		5.2	0.7	7.5	4.5	0.6	1	100
Dhule	64.4	11.3	1.8		7.2	1	13.6	0.1		0.6	100
Jalgaon	52.6	22	0.4	0.1	5.1	1.1	13.2	3.7	0.6	1.4	100
Nandurbar	65	14.3	3.7	0.2	4.5	3.5	8.3	0.1		0.3	100
Nashik	57.5	22.2	0.5		3.5	1.8	6.5	6.6	0.6	0.8	100
Aurangabad	46.5	31.1	0.1		3.8	0.8	6.7	7.1	0.9	3.1	100
Bid	57.4	21.8	0.1	0.1	4.9	2	8.2	3.3	0.5	1.7	100
Hingoli	48.3	32.7	0.2	0.1	4.1	0.7	5.9	3.7	0.9	3.4	100
Jalna	52.6	28.7	0.1	0.3	3.9	0.5	7.4	3	1.1	2.3	100
Latur	35.7	36.9	0.2	0	6.2	2.7	8.8	6.7	0.9	2	100
Nanded	49.8	30.1	0.4	0.2	3.7	2.6	7.1	4	0.3	1.9	100
Osmanabad	42.5	31.3			3.9	0.6	10.3	8.3	1	2.1	100
Parbhani	39	34.6	0.1	0.2	3.7	0.5	9.1	6	0.8	6	100
Akola	43.2	29.3	0.5		7.5	1.5	7.6	6.4	1.4	2.6	100
Amravati	44.7	29.7	0.5		6.8	1.8	8	5.8	1.4	1.5	100
Buldhana	46.4	29.9	0.4	0.2	6.6	0.9	8.2	4	0.8	2.6	100
Yavatmal	46.9	31.3	0.4	0.1	5	1.6	5.3	5	1.8	2.6	100
Washim	44.8	31.6	0.2	0.1	9	1.5	6.6	4.1	0.9	1.3	100
Bhandara	49.3	25.7	0.8		6.7	1.7	8.3	3.7	1.7	2.1	100
Chandrapur	49	28.9	0.9	0.1	4.4	2.6	4.8	5.2	1.4	2.7	100
Gadchiroli	59.3	23	1.2	0.3	3.9	2.9	2.8	3.8	1.2	1.6	100
Gondia	44.9	33	0.7	0.1	6	1.7	4.1	4.4	2.2	2.9	100
Nagpur	45.6	28.1	1		6	1.8	8.9	5.8	1.1	1.7	100
Wardha	53.5	25.3	0.4	0.1	5.4	1.8	7	4.3	0.3	2	100
Total	50.5	26.8	0.6	0.1	4.5	1.5	7.7	5.8	0.9	1.6	100

Table 2A.4 : Establishment of the Urdu Schools in Maharashtra.

Districts	School Establishment period								Total
	Till 1900	1901 - 1950	1951 - 1960	1961 - 1970	1971 - 1980	1981 - 1990	1991 - 2000	2001 - 2014	
Mumbai	1	12	5	10	5	25	29	8	95
Mumbai Sub.	0	42	18	53	45	48	40	57	303
Thane	6	27	10	29	23	45	59	68	267
Raigarh	30	61	26	21	14	14	13	18	197
Ratnagiri	1	106	17	17	22	23	24	19	229
Sindhudurg	1	14	3	4	3	3	3	3	34
Kolhapur	1	7	36	7	3	9	8	22	93
Pune	8	23	1	8	8	15	29	28	120
Sangli	4	14	5	10	7	8	8	17	73
Satara	1	9	1	4	1	4	9	10	39
Solapur	4	36	19	17	4	25	30	29	164
Ahmadnagar	4	38	3	7	4	16	37	17	126
Dhule	0	25	1	4	9	12	29	5	85
Jalgaon	10	72	28	30	34	39	55	67	335
Nandurbar	1	13	1	2	9	15	9	12	62
Nashik	5	26	6	32	43	31	52	67	262
Aurangabad	0	4	5	13	17	40	84	127	290
Bid	3	14	4	5	11	22	37	73	169
Hingoli	0	5	3	0	0	6	13	16	43
Jalna	0	1	1	3	6	19	19	60	109
Latur	0	1	0	2	10	42	43	43	141
Nanded	0	8	3	8	12	35	26	50	142
Osmanabad	0	2	1	1	6	15	13	22	60
Parbhani	1	7	2	4	8	12	19	97	150
Akola	14	32	18	27	27	19	57	63	257
Amravati	30	51	20	25	27	33	57	49	292
Buldhana	16	34	28	17	25	33	39	70	262
Yavatmal	8	24	10	22	16	21	33	46	180
Washim	4	11	10	6	11	16	26	39	123
Bhandara	2	0	0	0	2	0	1	0	5
Chandrapur	0	3	1	4	4	2	2	5	21
Gadchiroli	0	1	0	3	0	1	0	0	5
Gondia	0	0	0	1	0	1	0	1	3
Nagpur	1	17	10	15	12	26	19	25	125
Wardha	0	10	0	2	6	4	6	10	38
Total	156	750	296	413	434	679	928	1243	4899

Note: No information related to establishment year is available for 1 school.

Table 2A.5: Establishment period of Urdu Primary schools only

District	School establishment period								Total
	Upto 1900	1901 - 1950	1951 - 1960	1961 - 1970	1971 - 1980	1981 - 1990	1991 - 2000	2001 - 2014	
Mumbai Sub.		17.4	3.7	13.8	16.5	22	18.3	8.3	100
Thane	6.4	10.6	8.5	19.1	19.1	14.9	8.5	12.8	100
Raigarh	17.9	29.5	16.8	10.5	5.3	6.3	6.3	7.4	100
Ratnagiri	1	36.1	9.3	6.2	14.4	13.4	9.3	10.3	100
Sindhudurg		50	7.1	14.3	7.1	21.4			100
Kolhapur		5	20	5	5	5	5	55	100
Pune	6.7	33.3		6.7	6.7	6.7	6.7	33.3	100
Sangli		8.3			25	25	16.7	25	100
Satara	5.3	26.3	5.3	5.3		15.8	15.8	26.3	100
Solapur		9.1	9.1	13.6	4.5	27.3	18.2	18.2	100
Ahmadnagar	2	33.3	5.9	5.9	3.9	7.8	25.5	15.7	100
Dhule		29.6		11.1	7.4	22.2	25.9	3.7	100
Jalgaon		18.4	8.8	13.2	10.5	9.6	14	25.4	100
Nandurbar		36	4		12	20	12	16	100
Nashik		5	6.7	5	6.7	11.7	13.3	51.7	100
Aurangabad			3.1	4.7	1.6	9.4	6.3	75	100
Bid	3.6	7.3	3.6	7.3	10.9		10.9	56.4	100
Hingoli		20				20	10	50	100
Jalna		2.6	2.6	5.1	2.6	15.4	15.4	56.4	100
Latur				3	3	15.2	15.2	63.6	100
Nanded		6.7		8.9		13.3	15.6	55.6	100
Osmanabad			7.1		14.3	14.3	7.1	57.1	100
Parbhani		3.9	2			3.9	3.9	86.3	100
Akola	6.5	7.6	3.3	16.3	21.7	5.4	15.2	23.9	100
Amravati	7.8	7.8	8.7	13.6	12.6	15.5	12.6	21.4	100
Buldhana	4.9	8.7	5.8	6.8	20.4	15.5	13.6	24.3	100
Yavatmal	5.6	11.1	3.7	5.6	14.8	7.4	5.6	46.3	100
Washim	6.7	4.4	2.2	6.7	13.3	11.1	20	35.6	100
Bhandara	100								100
Chandrapur		14.3		21.4	7.1	14.3	7.1	35.7	100
Gadchiroli				50		50			100
Gondia								100	100
Nagpur		14	12	12	10	20	8	24	100
Wardha		42.1		5.3	10.5	10.5	10.5	21.1	100
Total	3.4	14.9	6.1	9.1	10.7	12.5	12.4	30.8	100

Note: Only districts having establishments are reported.

Table 2A.6: Establishment periods of Urdu Primary with Upper Primary schools

Districts	School establishment period								Total
	Upto 1900	1901 - 1950	1951 - 1960	1961 - 1970	1971 - 1980	1981 - 1990	1991 - 2000	2001 - 2014	
Mumbai Sub.		14.5	8.8	21.4	15.7	13.8	12.6	13.2	100
Thane	2	14.3	3.4	9.5	6.8	14.3	22.4	27.2	100
Raigarh	19.1	48.5	8.8	10.3	4.4		1.5	7.4	100
Ratnagiri		74.5	6.4	3.2	6.4	1.1	6.4	2.1	100
Sindhudurg	7.1	50	14.3		14.3		7.1	7.1	100
Kolhapur	1.9	11.1	59.3	3.7	3.7	7.4	1.9	11.1	100
Pune	9.1	19.5		6.5	7.8	11.7	20.8	24.7	100
Sangli	8.3	27.1	8.3	18.8	6.3	6.3	8.3	16.7	100
Satara		28.6			7.1	7.1	28.6	28.6	100
Solapur	3.6	30	15.5	8.2	1.8	9.1	17.3	14.5	100
Ahmadnagar	5.5	36.4		5.5	1.8	10.9	30.9	9.1	100
Dhule		51.5		3	6.1	12.1	24.2	3	100
Jalgaon	6.6	33.1	11.3	5.3	9.9	7.3	13.9	12.6	100
Nandurbar	5.3	21.1		5.3	26.3	26.3	10.5	5.3	100
Nashik	3.4	14.3	0.7	16.3	22.4	10.2	17	15.6	100
Aurangabad		3.1	0.8	6.3	7.1	16.5	33.1	33.1	100
Bid	1.3	10.7	2.7		4	17.3	26.7	37.3	100
Hingoli		17.6	17.6			11.8	35.3	17.6	100
Jalna					14.8	37	25.9	22.2	100
Latur		1.5			10.3	41.2	35.3	11.8	100
Nanded		7	3.5	7	15.8	29.8	22.8	14	100
Osmanabad		7.4		3.7	11.1	33.3	25.9	18.5	100
Parbhani	2.2	10.9	2.2	4.3	15.2	8.7	17.4	39.1	100
Akola	8.6	25.8	12.9	11.8	4.3	5.4	20.4	10.8	100
Amravati	19	35.3	6	6	6.9	3.4	17.2	6	100
Buldhana	12.2	26.7	20	10	4.4	8.9	10	7.8	100
Yavatmal	6.8	21.6	10.8	18.9	10.8	9.5	10.8	10.8	100
Washim	2.2	19.6	17.4	6.5	10.9	6.5	15.2	21.7	100
Bhandara	50				50				100
Chandrapur		20	20		40		20		100
Gadchiroli		50		50					100
Gondia				100					100
Nagpur		12.1	6.1	12.1	9.1	24.2	21.2	15.2	100
Wardha		11.1		11.1	22.2	22.2	33.3		100
Total	4.8	23	8	8.8	9.3	12	18	16	100

Note: Only districts having establishments are reported.

Table 2A.7 : Establishment periods of Urdu Primary with Upper Primary and Secondary and Higher Schools

Districts	School establishment period								Total
	Upto 1900	1901 - 1950	1951 - 1960	1961 - 1970	1971 - 1980	1981 - 1990	1991 - 2000	2001 - 2014	
Ratnagiri								100	100
Pune								100	100
Jalgaon							100		100
Nandurbar					33.3	66.7			100
Jalna								100	100
Latur								100	100
Nanded								100	100
Total					8.3	16.7	8.3	66.7	100

Note: Only districts having establishments are reported.

Table 2A.8: Establishment periods of Urdu Upper Primary only

Districts	School establishment period								Total
	Upto 1900	1901 - 1950	1951 - 1960	1961 - 1970	1971 - 1980	1981 - 1990	1991 - 2000	2001 - 2014	
Mumbai		100							100
Wardha								100	100
Total		50						50	100

Note: Only districts having establishments are reported.

Table 2A.9: Establishment periods of Urdu Upper Primary, Secondary and Higher Secondary

Districts	School establishment period								Total
	Till 1900	1901 - 1950	1951 - 1960	1961 - 1970	1971 - 1980	1981 - 1990	1991 - 2000	2001 - 2014	
Mumbai		30.0		10.0	10.0	50.0			100
Thane		10.0	10	10.0	30.0	30.0	10.0		100
Raigarh			23.1	23.1	30.8	15.4	7.7		100
Ratnagiri		14.3	14.3	57.1	14.3				100
Kolhapur				75.0		25.0			100
Pune		33.3	16.7	16.7	16.7		16.7		100
Sangli			33.3	33.3	33.3				100
Solapur		16.7		50.0		33.3			100
Ahmadnagar		20.0		20.0	20.0	40.0			100
Dhule					30.0	20.0	50.0		100
Jalgaon			6.3	31.3		31.3	25.0	6.3	100
Nandurbar				25.0			75.0		100
Nashik		16.7	8.3	25.0	8.3	16.7	25.0		100
Aurangabad			11.1	22.2	11.1	33.3	11.1	11.1	100
Bid				11.1	22.2	44.4	11.1	11.1	100
Hingoli						25.0	50.0	25.0	100
Jalna				25.0		50.0		25.0	100
Latur				12.5	25.0	62.5			100
Nanded			8.3		8.3	41.7	25.0	16.7	100
Osmanabad						100.0			100
Parbhani				66.7				33.3	100
Akola			15.8	5.3	5.3	26.3	47.4		100
Amravati		10.0	15.0	15.0	15.0	15.0	25.0	5.0	100
Buldhana		5.3	15.8	5.3		21.1	36.8	15.8	100
Yavatmal		10.0		30.0		20.0	40.0		100
Washim			11.1			44.4	44.4		100
Bhandara					100.0				100
Chandrapur				100.0					100
Gadchiroli				100.0					100
Nagpur		21.4	14.3	21.4	7.1	28.6	7.1		100
Wardha		33.3			66.7				100
Total		7.5	9.1	18.6	11.9	26.5	21.7	4.7	100

Note: Only districts having establishments are reported.

Table 2A.10: Establishment periods of Urdu Primary with Upper Primary and Secondary Only

Districts	School establishment period								Total
	Upto 1900	1901 - 1950	1951 - 1960	1961 - 1970	1971 - 1980	1981 - 1990	1991 - 2000	2001 - 2014	
Thane							100		100
Raigarh								100	100
Satara							100		100
Solapur							100		100
Nandurbar								100	100
Bid		50				50			100
Nanded		50						50	100
Akola							50	50	100
Amravati						33.3	33.3	33.3	100
Washim								100	100
Nagpur					100				100
Total		11.8			5.9	11.8	35.3	35.3	100

Note: Only districts having establishments are reported.

Table 2A.11: Establishment periods of Urdu Upper Primary and Secondary

Districts	School establishment period								Total
	till 1900	1901 - 1950	1951 - 1960	1961 - 1970	1971 - 1980	1981 - 1990	1991 - 2000	2001 - 2014	
Mumbai	1.7	8.3	5	11.7	5	28.3	38.3	1.7	100
Mumbai Sub.				66.7	16.7			16.7	100
Thane				31.3	6.3	43.8	18.8		100
Raigarh			14.3	14.3	28.6	28.6	14.3		100
Ratnagiri			11.1	44.4	11.1	22.2	11.1		100
Sindhudurg				100					100
Kolhapur				50		50			100
Pune		25		25		25	25		100
Sangli								100	100
Satara				100					100
Solapur				10	10	50	20	10	100
Ahmadnagar						100			100
Dhule			6.7		13.3		60	20	100
Jalgaon		4		8	20	28	32	8	100
Nandurbar						30	10	60	100
Nashik				6.7	20	26.7	46.7		100
Aurangabad			5.9		11.8	17.6	41.2	23.5	100
Bid		14.3				14.3	42.9	28.6	100
Hingoli								100	100
Jalna						11.1	22.2	66.7	100
Latur						100			100
Nanded					10	40	20	30	100
Osmanabad						100			100
Parbhani						33.3	33.3	33.3	100
Akola		4.8			9.5	19	33.3	33.3	100
Amravati			9.1	9.1	9.1	45.5	18.2	9.1	100
Buldhana			11.1			22.2	33.3	33.3	100
Yavatmal		5.9		11.8		5.9	64.7	11.8	100
Washim						22.2	44.4	33.3	100
Chandrapur					100				100
Nagpur		18.8		12.5	12.5	25	18.8	12.5	100
Wardha							100		100
Total	0.3	3.9	2.7	11.2	8.5	25.8	31.5	16.1	100

Note: Only districts having establishments are reported.

Table 2A.12: Establishment periods of Urdu Secondary only

Districts	School establishment period								Total
	Till 1900	1901 - 1950	1951 - 1960	1961 - 1970	1971 - 1980	1981 - 1990	1991 - 2000	2001 - 2014	
Mumbai		10		10	5	10	30	35	100
Mumbai Sub.					3.4	6.9		89.7	100
Thane						13.2	34.2	52.6	100
Raigarh						30.8	30.8	38.5	100
Ratnagiri						31.3	43.8	25	100
Sindhudurg							50	50	100
Kolhapur						11.1	33.3	55.6	100
Pune						25	56.3	18.8	100
Sangli						12.5	25	62.5	100
Satara							50	50	100
Solapur				7.7		15.4	23.1	53.8	100
Ahmadnagar						16.7	58.3	25	100
Jalgaon					4.3	17.4	21.7	56.5	100
Nashik				4	8	8	28	52	100
Aurangabad					3.3	8.2	45.9	42.6	100
Bid						6.3	31.3	62.5	100
Hingoli						16.7	50	33.3	100
Jalna							10.5	89.5	100
Latur						4.2	45.8	50	100
Nanded						25	8.3	66.7	100
Osmanabad						10	30	60	100
Parbhani					3.1	9.4	15.6	71.9	100
Akola							31.6	68.4	100
Amravati					3.3	6.7	43.3	46.7	100
Buldhana						10.7	14.3	75	100
Yavatmal						37.5	37.5	25	100
Washim						9.1	18.2	72.7	100
Bhandara							100		100
Gondia						100			100
Nagpur							42.9	57.1	100
Wardha								100	100
Total		0.4		0.8	1.7	11.8	30.9	54.4	100

Note: Only districts having establishments are reported.

Table 2A.13: Establishment periods of Urdu Secondary with Higher Secondary

Districts	School establishment period								Total
	Till 1900	1901 - 1950	1951 - 1960	1961 - 1970	1971 - 1980	1981 - 1990	1991 - 2000	2001 - 2014	
Mumbai		25	50			25			100
Thane						33.3	50	16.7	100
Ratnagiri						66.7	33.3		100
Kolhapur						25	75		100
Pune							100		100
Sangli						100			100
Solapur							50	50	100
Ahmadnagar						100			100
Jalgaon								100	100
Nashik						50	50		100
Aurangabad						66.7		33.3	100
Bid						40	40	20	100
Jalna					20		40	40	100
Latur							75	25	100
Nanded					100				100
Osmanabad					20		40	40	100
Parbhani								100	100
Akola							25	75	100
Amravati					12.5	25	37.5	25	100
Buldhana							50	50	100
Yavatmal						33.3		66.7	100
Washim						100			100
Nagpur							100		100
Total		1.4	2.9		5.7	24.3	37.1	28.6	100

Note: Only districts having establishments are reported.

Table 2A.14: Establishment periods of Urdu Higher Secondary only/Jr. College

Districts	School establishment period								Total
	Till 1900	1901 - 1950	1951 - 1960	1961 - 1970	1971 - 1980	1981 - 1990	1991 - 2000	2001 - 2014	
Thane								100	100
Ahmadnagar								100	100
Jalgaon					25	25		50	100
Nashik							100		100
Aurangabad					22.2		22.2	55.6	100
Hingoli							25	75	100
Jalna								100	100
Nanded								100	100
Osmanabad								100	100
Parbhani							12.5	87.5	100
Akola								100	100
Amravati								100	100
Buldhana								100	100
Yavatmal							16.7	83.3	100
Washim								100	100
Nagpur	33.3							66.7	100
Wardha								100	100
Total	1.6				4.7	1.6	9.4	82.8	100

Note: Only districts having establishments are reported.

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Strength

- 📖 Large network of schools
- 📖 More than 13 lakh students enrolled
- 📖 Preferred schools by Muslims
- 📖 Provide education in a language that united the people of the country and is product of a secular culture of the country

Weakness

- 📖 Large share of Low quality teachers lacking motivation
- 📖 Lower availability of infrastructural facilities, from class room, library staff, playground, toilets to space for further development of school facilities
- 📖 Weak linkage of the language of instruction with the market
- 📖 Little support to the language of instruction from the state
- 📖 Possibility of higher education for children low as they find difficult to cope with English and Marathi mediums at higher level
- 📖 Employability of the students educated from these schools low
- 📖 High dropout rate of students from these schools

Opportunities

- 📖 Can play important role in shaping the development direction of the Muslims who largely rely on these schools for education of their children
- 📖 Provide education to the girls who constitute a large share of the students enrolled in these schools. This will help in gender empowerment.
- 📖 Reimagining the schooling system and provision of education for the marginalised communities relying on it through appropriate modernisation and restructuring of management and curriculum.

Threat

- 📖 Retention of students low
- 📖 Higher expected employability due to marginalisation of Urdu language
- 📖 Low possibility of students pursuing higher education due to weak economic status of the community relying on the schools, and language barrier (higher studies only available in English or in Marathi medium)
- 📖 Shift of students from these schools to other schools, especially to English medium, and possibility leading to closing down of the schools.