



## Enrolment and retention of minority children in government Urdu medium schools

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### Abstract

The present paper refers to the minority children in Government Urdu medium schools in Hyderabad and Rangareddy districts of Telangana state. The main objective of this paper is influencing socio-economic factors on enrolment and continuation of school education among minorities in the selected districts. The basic fact of life today is that most Urdu-speaking students do not have the choice of learning their mother tongue or receiving education through their mother tongue even at the primary level. At the higher levels, their choice of Urdu as a language for compulsory or optional study depends to a large extent on their relative proficiency in Urdu and other languages, the availability of Urdu in the curriculum, the facilities available at the particular institution and the wishes of the parents. The Urdu language in India has been enmeshed in the communal politics of the country and over the years has been perceived to be the language of Muslims. Today, the language is largely spoken by the Muslim lower and middle classes. Though in states like Uttar Pradesh (UP), Bihar, Delhi and Bengal, and in erstwhile Andhra Pradesh it has been given the status of a second language, it could not become the main medium of education. There is an unusually poetic, *Urduesque* ambiguity in the phrase "Urdu Education." Most people who write about the present state of Urdu in India lose their way in the maze of this ambiguity and are apt to confuse the issues, miss the core problems, and reach false conclusions. At the college/university level, the Maulana Azad National Urdu University is the only institution which claims to offer distance education through the medium of Urdu. The Constitution also provides for the use of the mother tongue as a medium of instruction, at least at the primary level, and recognizes the right of linguistic and cultural minorities to preserve their language (Article 29). There is no reason, then, why the Urdu community should deprive itself of the right to have its children receive at least their primary education through the medium of their mother tongue within the state educational system, and, in addition, the right to study their mother tongue as a compulsory subject throughout the school years.

**Keywords:** Urduesque, educational system, hermeneutically, linguistic

### Introduction: historical perspective of Urdu language

There is an unusually poetic, *Urduesque* ambiguity in the phrase "Urdu Education." Most people who write about the present state of Urdu in India lose their way in the maze of this ambiguity and are apt to confuse the issues, miss the core problems, and reach false conclusions. While surveying the overall status of Urdu, the "Teaching of Urdu" and the "Use of Urdu as a Medium of Education" (which are two completely different matters) are lumped together under the heading "Urdu Education."

### Responsibility of the Government in education

The totally impracticable advice often offered to the Urdu community is that it should make its own arrangements for teaching Urdu to its children or that it should take steps to establish special institutions for the purpose, outside the mainstream of education, as if it was a community of immigrants. In our developing, but poor and deprived, society, it is a primary task of the government to provide education to all. Indeed, since the recent amendment to the Constitution, raising universal education from a "Directive Principle of State Policy" to a "Fundamental Right," the state is obliged to provide free and compulsory elementary education to every child up to the age of 14.

The Constitution also provides for the use of the mother tongue as a medium of instruction, at least at the primary level, and recognizes the right of linguistic and cultural

minorities to preserve their language (Article 29). There is no reason, then, why the Urdu community should deprive itself of the right to have its children receive at least their primary education through the medium of their mother tongue within the state educational system, and, in addition, the right to study their mother tongue as a compulsory subject throughout the school years. The same problem is faced by the minority languages in every state but, apart from Urdu and Sindhi, all "national" languages have homelands, i.e., one or more states in which they command a majority, thereby enjoying the privilege of being the principal and dominant language employed there for all government and administrative business. This gives them not only a foothold but a strong home base. Urdu and Sindhi have no home states. They are without a homeland in their homeland.

### Urdu Language in India

The Urdu language in India has been enmeshed in the communal politics of the country and over the years has been perceived to be the language of Muslims. A large section of non-Muslim speakers have drifted away from Urdu during this period. In fact, Persian and Turkish were the main languages brought to India by the Muslim ruling class that came from other countries in medieval times. Urdu developed as a language due to a mix of different languages and dialects in the country over the centuries and

became a language of the masses for communication in large parts of the northern and Deccan regions.

Today, the language is largely spoken by the Muslim lower and middle classes. Though in states like Uttar Pradesh (UP), Bihar, Delhi and Bengal, and in erstwhile Andhra Pradesh it has been given the status of a second language, it could not become the main medium of education. The largest number of Urdu medium schools supported by the government is not in the above-mentioned states but in Maharashtra, where the language is still to get the status of second language. In Maharashtra, 7.81% (6.9 million) of the total population in 2011 reported Urdu as their mother tongue as compared to 5.1% (28.6 million) at the all-India level.

### Importance of Urdu Language in Telangana State

The Qutb Shahi sultanate of Golconda held sway over much of the Telugu speaking territories of southeastern India in medieval times, comprising much of modern Andhra Pradesh. In turn the Mughals and the Asaf Jahi rulers of Hyderabad controlled much of the same area, until 1750s, when the Nizam was compelled to cede the Ceded Districts (of Rayalaseema) and the Circars that is the Northern Sarkars or coastal Andhra. For the most part, the political formations of the time did not interfere in the learning of Telugu even when the language of higher levels of law courts and administration was Persian (up to 1884) and Urdu from 1884 to 1948. Under the Nizams, Urdu flourished as the language both of public instruction and state administration. The crowning achievement of the last Nizam was unquestionably the establishment of Osmania University, where Urdu was the language of instruction for three decades, 1918-1948. A large number of Urdu medium high schools were the base from which students entered Osmania for higher education. The Urdu phase in old Hyderabad state ended with the Indian army's bloody Operation Polo of September 1948. A number of government and private schools met the same fate as the new administration sought to remove Urdu from its preeminent status in the educational system.

### Review of literature

Khan, Shabnam Syed (2013) <sup>[1]</sup> hermeneutically crafted qualitative study examines how six university-educated middle-class Pakistani Muslim women negotiate the competing expectations of the traditional Muslim culture and the emancipated ethos of the university. It uses Robert Kegan's constructive-developmental theory, whose Subject Object scoring system distinguishes a person's predominant epistemology on a scale of five orders of consciousness, and concludes that for these women's sense of being, it is important that they meet the two competing cultural claims made on them: (1) They must be a paragon of Muslim womanhood when called upon to respond to the Muslim ideal of female modesty, ethical morality, domestic competence, and social submissiveness because they are "educated." (2) Aspiring toward and attaining the highest academic and professional degrees, they must participate in intellectually and personally rewarding activities with openness expected of a global citizen- because they are "educated." The study shows that these women mediate these two opposing cultural regimens according to their third and fourth orders of consciousness <sup>[1]</sup>.

Mogra, Imran (2013) appreciates Muhammad as an educator based on the primary sources of Islam with a view to establish teaching as a "sunnah" (practice) of Muhammad, in particular, and of other messengers in general. In so doing it advocates a reconceptualization for prospective and contemporary Muslim teachers. Consequently, such a stance then becomes a possible strategy to further promote teaching among Muslims and establishes a model for Muslims to emulate and to internalize universal values he promoted <sup>[2]</sup>.

Oosterbeek, Hessel; van der Klaauw, Bas (2013), using a difference-in-differences framework, we estimate the impact of Ramadan on educational outcomes of Muslim students living in a non-Muslim country. For identification, we exploit the fact that the number of Ramadan weeks during the course that we study varies from year to year, ranging from zero to four. Our main finding is that Ramadan observance has a negative impact on performance: one additional Ramadan week lowers the final grade of Muslim students by almost 10% of a standard deviation <sup>[3]</sup>.

### Need for the Study

There are a more number of dropouts in the urdu medium schools due to socio-economic factors among the minority communities in the selected districts. To overcome this problem and suggest measures, there is a need to take up the present study.

### Objectives

1. To study the influencing socio-economic factors on enrolment and continuation of school education among minorities in the selected districts.
2. To study the role of urdu medium schools in achieving the objective of promoting schooling among minority children in the study area.
3. To suggest policy measures for better working of Urdu medium schools in selected districts.

### Methodology

In the light of the above objectives, the present study is based on the secondary as well as primary data. The secondary data is collected from the sources such as school records (attendance registers, summative assessment records etc), DEO & MEO (Management-wise and class-wise enrolment etc.), last five years of the attendance records through U-DISE formats collected from Sarva Shiksha Abhiyan, Telangana state etc. The following tables show total number of urdu medium schools in the selected districts of Telangana state and class-wise enrollment. Primary data is collected from students on various aspects of their education from class IV to VIII. Based on the Secondary sources, we have followed Stratified Random Sampling method and selected 20 urdu medium schools out of the total number of schools 411 (Hyderabad-15 schools, out of these, 8 are from Primary and 7 are from Upper Primary and High school; Ranga Reddy-05, 3 are from Primary and 2 are from Upper Primary and High school); 300 students out of 54,221. The primary data is collected through well designed schedules, after collected primary data is analysed by using SPSS (Statistical Package for Social Sciences) tools to infer the results. Therefore, only simple statistical techniques such as frequency tables and cross-sectional analysis is used.

**Data and Results**

the students in the study area.

Table-1 shows the class-wise and gender wise enrolment of

**Table 1:** Class-wise and gender-wise Enrolment in Hyderabad and Rangareddy districts

Name of the District	Class I-V (Primary)			Class I-VII (Primary and Upper Primary)			Class VI-VIII (Upper Primary and Secondary)			Grand Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Hyderabad	18242	21416	39658	168	215	383	5678	9841	15519	24088	31472	55560
Ranga Reddy	4758	5191	9949	546	781	1327	890	2457	3347	6194	8429	14623
Total	23000	26607	49607	714	996	1710	6568	12298	18866	30282	39901	70183

Source: Compiled data from U-DISE reports of SSA, 2018-19.

Table-2 shows the data details the 30 students i.e. 10 percent are taken from girls school and 270 i.e., 90.0 percent students are from Co-education. The table presents the gender-wise distribution of the respondents also. It can be seen that majority of the respondents are female i.e., 64.3 per cent (193) followed by males i.e., 35.7 per cent (107) and it tells that 167 respondents (55.7 percent) are from the age below 12 years and 133 (44.3 percent) respondents are

from the age between 12 and 14 years. The table also reveals that class-wise enrollment of the respondents in the study area. Most of the respondents i.e., 33.3 per cent (100) are enroll in class-I. Some of the cases remaining classes are enrolled because some of the students are migrated to one place to another place. So, they enrolled in the different classes either primary or upper primary classes.

**Table 2:** Table showing the particulars of students

Particulars	No. of students	Percentage
Type of School		
Girls only	30	10.0
Co-education	270	90.0
Gender		
Boys	107	35.7
Girls	193	64.3
Age of the respondent		
Below 12yrs	167	55.7
Between 12 and 14yrs	133	44.3
Class-wise enrollment		
Class-I	100	33.3
Class-II	37	12.3
Class-III	51	17.0
Class-IV	24	8.0
Class-V	13	4.3
Class-VI	64	21.3
Class-VII	11	3.7
Total	300	100.0

Source: Compiled from collected data.

Table-3 deals with monitoring student’s attendance with gender-wise in government Urdu medium schools in the study area. In case of the student’s attendance regularly in government urdu medium primary and high school level,

most of the girls students are attend regularly than the boys because some boys to go to work after completion of the school to support their parents financially.

**Table 3:** Attendance particulars of the children

		Name of the District													
		Hyderabad				Ranga Reddy				Total					
		Category wise of Schools				Category wise of Schools				Category wise of Schools					
		Primary School		High School		Primary School		High School		Primary School		High School			
		Gender		Gender		Gender		Gender		Gender		Gender			
Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls	
Attending school regularly	Yes	51(43.6)	66(56.4)	30(29.7)	71(70.3)	9(20.0)	36(80.0)	12(40.0)	18(60.0)	60(37.0)	102(63.0)	42(32.1)	89(67.9)		
	No	3(100.0)	0(0.0)	2(50.0)	2(50.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	3(100.0)	0(0.0)	2(50.0)	2(50.0)		
If no, reasons for absenteeism	NA	51(43.6)	66(56.4)	30(29.7)	71(70.3)	9(20.0)	36(80.0)	12(40.0)	18(60.0)	60(37.0)	102(63.0)	42(32.1)	89(67.9)		
	Health Problems	3(100.0)	0(0.0)	2(50.0)	2(50.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	3(100.0)	0(0.0)	2(50.0)	2(50.0)		
	Total	54(45.0)	66(55.0)	32(30.5)	73(69.5)	9(20.0)	36(80.0)	12(40.0)	18(60.0)	63(38.2)	102(61.8)	44(32.6)	91(67.4)		

Source: Compiled from collected data.

In table-4 describes lowest marks secured in the recent examinations in the selected urdu medium schools in the study area. Most of the students are securing lowest marks

in English and Telugu languages because they did not understanding other than their mother language.

**Table 4:** Lowest marks secured in the recent examinations

		Name of the District					
		Hyderabad		Ranga Reddy		Total	
		Gender		Gender		Gender	
		Boys	Girls	Boys	Girls	Boys	Girls
In which subjects, did you secure lowest marks?	English	18(36.0)	32(64.0)	8(19.0)	34(81.0)	26(28.3)	66(71.7)
	EVS	22(44.0)	28(56.0)	1(25.0)	3(75.0)	23(42.6)	31(57.4)
	English & EVS	8(80.0)	2(20.0)	0(0.0)	1(100.0)	8(72.7)	3(27.3)
	Maths	7(18.9)	30(81.1)	0(0.0)	4(100.0)	7(17.1)	34(82.9)
	Maths & English	7(77.8)	2(22.2)	2(100.0)	0(0.0)	9(81.8)	2(18.2)
	Social & English	1(33.3)	2(66.7)	1(50.0)	1(50.0)	2(40.0)	3(60.0)
	Urdu	6(54.5)	5(45.5)	3(75.0)	1(25.0)	9(60.0)	6(40.0)
	Urdu & English	3(100.0)	0(0.0)	2(100.0)	0(0.0)	5(100.0)	0(0.0)
	Social	1(14.3)	6(85.7)	0(0.0)	1(100.0)	1(12.5)	7(87.5)
	Telugu	10(25.6)	29(74.4)	4(30.8)	9(69.2)	14(26.9)	38(73.1)
Telugu & English	3(50.0)	3(50.0)	0(0.0)	0(0.0)	3(50.0)	3(50.0)	
Total	86(38.2)	139(61.8)	21(28.0)	54(72.0)	107(35.7)	193(64.3)	

Source: Compiled from collected data.

Table-5 describes about the reasons for securing lowest marks in their subjects in the recent examination during the study period. The main reason is difficult to write the subjects in other than their mother language, so they did not

secured highest marks in those subjects. Most of the students are lack of practice in their subjects at upper primary level.

**Table 5:** Reasons for securing lowest marks

		Name of the District					
		Hyderabad		Ranga Reddy		Total	
		Gender		Gender		Gender	
		Boys	Girls	Boys	Girls	Boys	Girls
What are the reasons for the securing lowest marks?	Unable to understand the Subject	15(71.4)	6(28.6)	4(100.0)	0(0.0)	19(76.0)	6(24.0)
	Previously studied in other medium	2(100.0)	0(0.0)	0(0.0)	0(0.0)	2(100.0)	0(0.0)
	Difficult to write the subject	30(26.8)	82(73.2)	11(20.4)	43(79.6)	41(24.7)	125(75.3)
	Difficulty in writing/ reading large sentences	14(48.3)	15(51.7)	1(50.0)	1(50.0)	15(48.4)	16(51.6)
	Reading problem	15(46.9)	17(53.1)	0(0.0)	8(100.0)	15(37.5)	25(62.5)
	lack of practice	10(34.5)	19(65.5)	5(71.4)	2(28.6)	15(41.7)	21(58.3)
	Total	86(38.2)	139(61.8)	21(28.0)	54(72.0)	107(35.7)	193(64.3)

Source: Compiled from collected data.

**Table 6:** Class-wise and selected district wise pupil-teacher ratio

Name of the District	Primary (class 1-5) Pupil Teacher Ratio	Upper Primary (class 6-7) Pupil Teacher Ratio	Total Pupil Teacher Ratio
Hyderabad	34.35	14.43	25.06
Rangareddy	40.25	24.36	33.4
	Total (Average)		27.1

Source: Compiled from collected primary data.

Table-6 reveals that class-wise pupil-teacher ratio in the study area. The total pupil-teacher ratio is an average 27.1 per cent. In case of the Hyderabad only 25.06 per cent of the

pupil-teacher ratio and Rangareddy having the highest number of pupil-teacher ratio i.e., 33.4 per cent.

**Table 7:** Major reasons for the dropout among minority children

Particulars	No. of students	Percentage
To care of Siblings at home	2	5.0
Children work to support family & Migration	2	5.0
Migration	2	5.0
Lack of awareness on education among parents	20	50.0
To care of Siblings at home & Children go to work	4	10.0
Children go to work & Lack of awareness on education among parents	4	10.0
Children work to support family & Migration	2	5.0
Disturbances in campus due to rallies	2	5.0
Health & Financial problems	2	5.0
Total	40	100.0

Source: Compiled from collected primary data.

Table-7 describes the major reasons for dropout among minority children in the study area. Most of the respondents opined that lack of the awareness on education among the parents in the selected area during the study period.

### Major Findings

The present study revealed the following observations/findings.

1. The present study is observed that the girls' enrolment (57.24 per cent) is more than boys (42.76 per cent) in government Urdu medium schools in the two districts.
2. Almost all government Urdu medium schools have highest girls enrollment than boys but from 8<sup>th</sup> class onwards girls dropout are more as their parents are forced them to enter into marital obligation due financial problems.
3. It is observed that, some cases only one teacher is allotted for four months for the entire school, at that time the strength is 125 students. After five months (middle of the academic year) only one *Vidya Volunteer* was allotted.
4. Students get lowest marks in English i.e., 34.2 per cent (66) and Telugu i.e., 19.7 per cent (38) languages due to lack of practice and command in those languages as Telugu language is being taught from the 6<sup>th</sup> class onwards.
5. The study also found that, parents could not able to send their children to English medium schools (private schools) due to financial problems and they did not bare the fees of those schools.
6. Few students (boys) go to work after completion of the school to support their parents financially.

### Suggestions/ Recommendations

The following are the suggestions made based on the overall observations.

1. Government should assess the requirement of teachers in the successive academic year at the end of every academic year so that the sufficient no. of Full time teachers can be allotted from day one of the school. This will be more helpful to the students to get better grades.
2. To increase enrolment in Urdu medium Schools, Government should take necessary measures to incorporate Urdu language in competitive examinations along with English and Telugu languages.
3. "Daskshina Bharatha Hindi Prachara Sabha" conducting courses viz. prathamika, madhyamika, ratriya etc. to the students. Similarly, Government should also introduce new courses in Urdu language so that students can explore new career opportunities in Urdu language national wide.
4. The present syllabi should be simplified for the better understanding of the subjects as the students are facing problem in reading and putting up the large sentences in Urdu language on the paper.
5. Government should introduce vocational courses for career development like tailoring and embroidery works, mobile repairing, automobile works etc., from 6<sup>th</sup> standard onwards and students should be given right to opt the courses depending upon their interest.
6. Government should provide awareness campaigns on importance of Urdu language to parents and students through DWCRG groups to increase the enrollment.

### Summing up

The present study was conducted in Government Urdu medium schools in Rangareddy and Hyderabad districts. This study with the minority children who are studying in government Urdu medium schools in the study area. The majority of the children enrolled the lower class viz., 1<sup>st</sup> and 2<sup>nd</sup> classes. Most of the girls are dropped the fifth standard and seventh standard in these schools. The study also found the majority of the boys are engage the other works after the completion of their school timings and also getting some money for financial support to their family members.

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