

CHAPTER VII

ANALYSIS AND INTERPRETATION OF DATA

PART A: PRIMARY SCHOOL HEADMASTERS

A school may be termed good when it has spacious buildings, attractive class-rooms fitted with electricity and fans, radio and Television sets; there is arrangement of drinking water, toilet facilities, large playgrounds and a nice library. There are qualified teachers on the staff, they get regular incentives to better their academic standards and attend seminars, workshops and conferences from time to time to equip themselves with the latest trends in pedagogy. Schools are located at a convenient distance from the place of residence. These are the physical and academic inputs which determine the totality of school life and ensure qualitative education for children. It is for these reasons that headmasters were requested by us to furnish information on all these attributes.

Physical conditions. The building and equipment constitute the basic conditions of any school which has a significant bearing in promoting learners' growth. Under this heading data have been collected on the following

categories:

TABLE 7-1

NATURE OF SCHOOL BUILDING AND EQUIPMENT AVAILABLE BY THE TYPE OF SCHOOL DURING 1972 (IN PERCENTAGE EXCEPT WHERE AVERAGE IS GIVEN)

Building and equipment	Urdu-medium		Hindi-medium	
	Boys	Girls	Boys	Girls
1	2	3	4	5
A. Building				
(i) Average covered area per student (in square yards)	1.08	6.15	2.23	6.66
(ii) Average uncovered area per student (in square yards)	0.24	1.53	3.72	2.90
(iii) Average space per student in the class-room (in square yards)	0.016	0.007	0.020	0.029
(iv) Average space per student in the shed (in square yards)	nil	0.004	0.015	nil
(v) Percentage of schools having urinals for staff	60.0	100.0	100.0	100.0
(vi) Percentage of schools having urinals for students	100.0	75.0	100.0	100.0
(vii) Percentage of schools having latrines for staff	60.0	50.0	100.0	100.0
(viii) Percentage of schools having latrines for students	100.0	50.0	100.0	100.0
(ix) Percentage of schools having playgrounds	nil	25.0	66.0	66.0
B. Equipment				
(i) Percentage of schools having fans in the staff room	60.0	75.0	75.0	66.0

	1	2	3	4	5
(ii) Percentage of schools having fans in the class-room		100.0	100.0	100.0	100.0
(iii) Percentage of schools having radio in the school		nil	nil	nil	nil
(iv) Percentage of schools having T.V. set in the school		40.0	nil	25.0	33.0
(v) Percentage of schools having water-cooler in the school		20.0	nil	nil	nil

Table 7-1 specifies that average covered and uncovered area available to per student in the primary schools of our sample is less in the Urdu-medium (boys and girls) schools than in the Hindi-medium (boys and girls) schools. The average space per student utilized in the class-room favours the Hindi-medium (boys and girls) i.e., the non-Muslim students. Also the toilet facilities are provided on a less scale in the Urdu-medium (boys and girls) schools than in the Hindi-medium (boys and girls) schools. All the class-rooms of schools are fitted with fans. It is with respect to staff rooms that there is a slight advantage to the Hindi-medium schools in the provision of fan facilities. Whereas T.V is installed in more Urdu-medium boys' schools (none of the Urdu-medium girls' schools have T.V), the Hindi-medium schools if

taken separately lag behind in the availability of this mass media of communication.

We may infer that Hindi-medium schools are better placed in the matter of space (covered and uncovered) provided to students than their counterparts. However, in the availability of equipment there is not much difference in the two medium schools.

Medical facilities. Good health is a pre-requisite for hardwork and concentration in study. Information has been obtained on the arrangements of medical facilities in schools as is shown below:

TABLE 7.2

**NATURE OF MEDICAL FACILITIES IN SCHOOLS DURING 1972
IN PERCENTAGE**

Medical facilities	Urdu-medium		Hindi-medium	
	Boys	Girls	Boys	Girls
1	2	3	4	5
(i) Once a year	20	25	25	100
(ii) Twice a year	20	25	nil	nil
(iii) Four times a year	nil	nil	75	nil
(iv) Once in a month	60	50	nil	nil
Total	100	100	100	100

Table 7-2 signifies that Urdu-medium (boys and girls) schools enjoy better medical facilities than the Hindi-medium (boys and girls) schools.

We may, therefore, conclude that the Urdu-medium schools have an edge over the Hindi-medium schools in the use of medical facilities.

Educational opportunity. There can be no disagreement on the fact that better qualified staff is an asset for the school. Higher education may be pursued if corresponding facilities of permission by the department and study leave for preparing the examination are readily granted to the serving teachers. Responses on this variable are classified as under:

TABLE 7-3

NATURE OF FACILITIES TO IMPROVE EDUCATIONAL STATUS BY THE TYPE OF SCHOOL DURING 1972 IN PERCENTAGE

Educational opportunity	Urdu-medium		Hindi-medium	
	Boys	Girls	Boys	Girls
1	2	3	4	5
(i) Permission is granted to all	nil	nil	nil	nil
(ii) Permission is at the discretion of the department	100	100	100	100

	1	2	3	4	5
(iii) Permission is seldom granted		nil	nil	nil	nil
(iv) Percentage of teachers granted permission to appear during 1971-72		23	16	8	31

Table 7-3 tells that permission to appear in the examination and improve qualifications is subject to departmental discretion for all types of schools. But it may be observed from the above table that in the case of Urdu-medium schools more male teachers and less female teachers are allowed to take up examination. But in the Hindi-medium schools, the position is different because here there are more female teachers and less male teachers as user of departmental permission.

However, on the whole we do not find any difference on the above stated variable between the two groups i.e. they are equally treated by the department and none seems to have edge over the other.

Library facilities. An attractive library with efficient service is sure to cultivate healthy reading habits in the student community. Once good reading habits are formed, the student climbs himself successively on the

educational ladder. Therefore, information on this variable has been collected as under:

TABLE 7-4

NAME OF LIBRARY FACILITIES AND NUMBER OF STUDENTS PER TEACHER BY THE TYPE OF SCHOOL DURING 1972 (IN PERCENTAGE EXCEPT WHERE AVERAGE IS GIVEN)

Library facility	Urdu-medium		Hindi-medium	
	Boys	Girls	Boys	Girls
1	2	3	4	5
A. Library located in:				
(i) Separate room	nil	nil	25	nil
(ii) Class-room	100	100	50	100
(iii) T.V room	nil	nil	25	nil
Total	100	100	100	100
B. Average number of books available per pupil				
	Less than 1	Less than 1	Less than 1	2
C. Average number of books issued per pupil				
	Less than 1	Less than 1	Less than 1	More than 1
D. Average number of students per teacher				
	40	38	30	28

Table 7-4 exhibits that in all the schools excepting the Hindi-medium boys schools the libraries are located in the

class-room. It may be found again that in all schools except that of the Hindi-medium girls' schools the average number of books available per student and number of books issued per pupil is less than one.

On an average there are more students under the care of a teacher in the Urdu-medium schools than in those of the Hindi-medium schools.

No positive difference is found in the overall availability of library facilities both for the Urdu-medium and Hindi-medium schools. Most of the libraries are in a bad shape and need more attention. However, the Urdu-medium schools as compared to its counterpart are more crowded because a teacher is required to handle larger number of students.

Family background of students. The composition of students on the basis of their family background has been identified for enabling us to bring out the type of student population which is attending the Urdu-medium and Hindi-medium schools. Data regarding this particular aspect are given below:

TABLE 7-6

FAMILY BACKGROUND OF STUDENTS BY THE TYPE OF SCHOOL DURING
1972 IN PERCENTAGE

Family background	Urdu-medium		Hindi-medium	
	Boys	Girls	Boys	Girls
1	2	3	4	5
(i) Children of educated parents	nil	nil	nil	nil
(ii) Children of businessmen	nil	nil	nil	nil
(iii) Children of manual workers	40	25	60	67
(iv) Children representing more or less all classes of people	60	75	40	33
Total	100	100	100	100

Table 7-5 clarifies that majority of students attending Hindi-medium schools belong to the manual class. But the composition of students coming to Urdu-medium schools is heterogeneous.

We may say that Urdu-medium school draw students from all walks of life; but the Hindi-medium schools attract majority of its students from the class of manual workers. Therefore, with regard to the composition of students the Urdu-medium schools because of their fair representation for all groups provide more conducive environment to the student folk.

Parents' interest in children. An enlightened parent is not merely satisfied with the admission of his child in the school. On the contrary, he visits the school off and on, talks to teachers about the progress of his child and tries to make up his deficiencies in the suggested area. The data below indicate about the concern of parents for their children in the matter of academic progress:

TABLE 7-6

PARENTS' INTEREST IN THE ACADEMIC PROGRESS OF CHILDREN BY THE TYPE OF SCHOOL DURING 1972 IN PERCENTAGE

Parents' interest	Urdu-medium		Hindi-medium	
	Boys	Girls	Boys	Girls
1	2	3	4	5
(i) Most parents inquire about the academic progress of their children	100	50	25	nil
(ii) Very few parents inquire about the academic progress of their children	nil	nil	25	33
(iii) None inquirees about the academic progress of their children	nil	50	50	67
Total	100	100	100	100

Table 7-6 describes that parents of the Urdu-medium schools as compared to the Hindi-medium schools evince more

interest in the educational progress of their children. This is evident from the fact that they frequently visit schools and inquire about their children's academic position.

It may be summarised that the parents of children attending Urdu-medium schools are more conscious about the value of education. This consciousness surely stands to their advantage.

Headmasters' on the composition of staff. What type of teachers should be on the staff? The reply to this question is important in many respects because of its bearing on the overall working of the school. Its impact may be from conducive to disintegrating side. Data have been collected on this particular aspect to find out as how do heads feel on this issue.

TABLE 7-7

HEADMASTERS' ON COMPOSITION OF STAFF BY THE TYPE OF SCHOOL DURING 1972 IN PERCENTAGE

Composition of staff	Urdu-medium		Hindi-medium	
	Boys	Girls	Boys	Girls
1	2	3	4	5
(i) All Muslim teachers	40	nil	nil	nil
(ii) Mostly Muslim teachers	40	25	nil	nil

	1	2	3	4	5
(iii)	About equal number of Muslim and non-Muslim teachers	20	nil	25	33
(iv)	Selected without regard to religion	nil	75	75	67
Total		100	100	100	100

Table 7-7 shows that quite a good percentage of headmasters of Urdu-medium schools, and more so that of Urdu-medium boys' schools, like to have teachers from their own community. Otherwise, majority of heads from Urdu-medium girls and Hindi-medium schools do not approve the selection of teachers on community basis. Thus we find that majority of headmasters disfavour selection of teachers on parochial grounds and confirm their faith on secularistic values. This helps in breaking the barriers of caste, religion and creed which is so vital in the modern world.

Annual result. The quality of the institution is best judged by its annual result. Therefore, data on this scale have been collected which is as under:

TABLE 7-8

PASS PERCENTAGE OF GRADE V STUDENTS BY THE TYPE OF SCHOOL DURING 1970-71 AND 1971-72

Annual result		Urdu-medium		Hindi-medium	
		Boys	Girls	Boys	Girls
	1	2	3	4	5
(i)	1970-71	81.72	69.5	66.25	74.68
(ii)	1971-72	55.25	70.0	67.25	63.3

Table 7-8 states that the Urdu-medium boys schools rank first and the Hindi-medium girls schools score second position in annual results. Whereas the Urdu-medium girls' and Hindi-medium boys' schools are placed third and fourth respectively in the annual examination during 1970-71.

However, during 1971-72 the performance of Urdu-medium girls and Hindi-medium boys is ranked first and second respectively. The third place is shared by the Hindi-medium girls and Urdu-medium girls schools.

On the whole, the pass percentage for the Urdu and Hindi-medium schools during 1970-71 is 75.6 and 70.4. In the next session the annual pass percentage curve swings in favour of the Hindi-medium schools.

The overall picture does not show much difference in the annual results of the two type of schools.

Co-curricular programmes. These programmes have gained added importance in the context of changed times. To a great

extent, co-curricular programmes reflect the standard of any institution. Therefore, data have been gathered on the following:

TABLE 7-9

CO-CURRICULAR PROGRAMMES BY THE TYPE OF SCHOOL DURING 1972
IN PERCENTAGE

Co-curricular activity	Urdu-medium		Hindi-medium	
	Boys	Girls	Boys	Girls
1	2	3	4	5
(i) Have co-curricular programmes	60	50	100	66
(ii) Do not have co-curricular programmes	40	50	nil	34
(iii) Non-response	nil	nil	nil	nil
Total	100	100	100	100

Table 7-9 shows that the Urdu-medium schools as compared to the Hindi-medium schools pay scant attention to the co-curricular activities.

We may infer from it that the Urdu-medium schools have to realize the importance of co-curricular activities in the total growth of the child personality. In other words, these schools are unfavourably placed as compared to the Hindi-medium schools in the use of co-curricular programmes.

PART B: PRIMARY SCHOOL TEACHERS

For the optimum contribution to the corporate life of a school, it is essential that the teacher does not lead a dissatisfied life, he possesses qualities of liberal heart and sharp intellect, has professional skills and competencies to accomplish his job properly. It is for this reason that data have been collected regarding the conditions of their living, academic qualification and teaching experience etc.

The questionnaire was administered to all the teachers of primary schools included in our study. But it was filled up and returned only by 35 male, 45 female teachers of Urdu-medium schools and 35 male and female teachers respectively of Hindi-medium schools.

Home facilities. A place of living favourable for the performance of one's duty must have basic amenities. The information provided by respondents on this question is as below:

TABLE 7-1

NATURE OF HOUSING FACILITIES AVAILABLE TO TEACHERS BY THE TYPE OF SCHOOL DURING 1972 IN PERCENTAGE

Housing facility	<u>Urdu-medium</u>		<u>Hindi-medium</u>	
	Male	Female	Male	Female
1	2	3	4	5

	1	2	3	4	5
A. Home					
(i) Owned		29	20	41	44
(ii) On rent		71	80	51	41
(iii) Non-response		nil	nil	8	15
Total		100	100	100	100
B. Accommodation					
(i) One room without toilet facilities		34	9	29	14
(ii) One room with toilet facilities		42	87	25	25
(iii) Two rooms with toilet facilities		21	43	23	37
(iv) Three rooms with toilet facilities		3	11	3	20
(v) Non-response		nil	nil	20	4
Total		100	100	100	100

Table 7-1 exhibits that comparatively more teachers of the Hindi-medium schools have their own homes than their counterparts serving in Urdu-medium schools. As the Urdu-medium schools are generally staffed by the Muslim teachers, therefore, the found state of affairs is a direct reflection on their poor socio-economic status.

Male teachers from both type of schools live in one room apartment with no provision of toilet facilities. However, when results are worked out only on the basis of type rather

than on sex it is found that 43 percent teachers from both medium schools lead a sub-standard life i.e. their residence have no toilet arrangements. However, as we go further we find that Muslims enjoy better housing facilities than their counterparts. It is only with respect to three rooms apartment that teachers of Hindi-medium schools are favourably placed.

Another important fact which may be derived from the above table is that female teachers irrespective of the type of school are more privileged than their male colleagues to have spacious accommodation.

We may deduce from the above discussion that the teachers from Urdu-Medium schools have a little better position in respect of accommodation.

Education. Educational level achieved by the teacher is an important factor in enhancing his knowledge of the subject and may offer better understanding and effective teaching to students put under his care. Therefore, information on this variable has been sought.

TABLE 7-2

EDUCATIONAL LEVEL OF TEACHERS BY THE TYPE OF SCHOOL DURING 1972 IN PERCENTAGE

Education	Urdu-medium		Hindi-medium	
	Male	Female	Male	Female
1	2	3	4	5
A. Matric/Higher Secondary				
(i) Ist division	9	7	49	3
(ii) IInd division	70	56	31	55
(iii) IIIrd division	17	17	20	40
(iv) Non-response	4	20	nil	2
Total	100	100	100	100
B. B. A./B. Sc.				
(i) Ist division	nil	nil	nil	nil
(ii) IInd division	20	24	6	nil
(iii) IIIrd division	6	12	23	23
C. M. A./M. Sc.				
(i) Ist division	nil	nil	nil	nil
(ii) IInd division	3	4	6	3
(iii) IIIrd division	nil	2	9	nil
D. Professional qualification				
(i) J. B. T	100	100	100	100
(ii) B. Ed	9	nil	9	3

Table 7-2 states that the percentage of Hindi-medium teachers with Ist division matriculation or higher secondary is higher to the extent of 4 percent than those of Urdu-medium teachers. On the contrary, the teachers of Urdu-medium schools who have secured IInd division in their high or higher secondary

examination exceeds by 20 percent to their counterparts.

Another important result which follows from table 7-2 is that there are more teachers from the Urdu-medium schools, and comparatively small number of such teachers from Hindi-medium schools who have obtained first degree. However, there are more teachers from the Hindi-medium schools who have completed their post-graduate degree and B.Ed training.

Overall results indicate that the teachers of Urdu-medium schools are somewhat better qualified. But this difference is not so much as to affect the quality of respective schools in any way. However, the Hindi-medium schools have the additional advantage of having on the staff teachers possessing B.Ed qualifications.

Economic status. It is the income of the family which is considered as the measure of its economic status. The data presents the following picture about the economic condition of teachers employed in the primary schools of Delhi and are included in our sample.

TABLE 7-3

ECONOMIC STATUS OF TEACHERS BY THE TYPE OF SCHOOL DURING 1970 (IN PERCENTAGE EXCEPT WHERE AVERAGE IS GIVEN)

Income	Urdu-medium		Hindi-medium	
	Male	Female	Male	Female
1	2	3	4	5
Average income	Rs.645.71	Rs.816.66	Rs.566.66	Rs.1032.25
(i) Below Rs. 100	nil	nil	nil	nil
(ii) Rs.101-Rs.200	3(1)	2(1)	nil	3(1)
(iii) Rs.201-Rs.500	63(22)	33(15)	77(27)	11(4)
(iv) Rs.501-Rs.800	34(8)	20(9)	11(4)	31(11)
(v) Rs.801-Rs.1,000	5(2)	17(8)	6(2)	30(11)
(vi) Rs.1,001-Rs.1,500	5(2)	2(1)	nil	nil
(vii) Rs.1,501-Rs.2,000	nil	2(1)	nil	nil
(viii) Above Rs.3,000	nil	2(1)	nil	nil
(ix) Non-response	nil	22(9)	6(2)	25(8)
Total	100	100	100	100

(Figures in brackets indicate the number of respondents)

Table 7-3 shows that the average monthly income of female teachers, irrespective of their type of school, is quite higher than the male teachers. While the average income of the female teachers of Hindi-medium schools is the highest, it is lowest in the case of male teachers of Hindi-medium schools.

Thus it may be deduced from the above table that difference in the average income of teachers working in two

types of schools is not such as it may give any privilege to the one group against the other.

Teaching experience, choice of profession and seminar attendance. These factors determine to a considerable degree the qualitative functioning of the school. Our data bring out the following results:

TABLE 2-4

TEACHERS ON THE CHARACTERISTICS NAMED AT THE LEFT BY THE TYPE OF SCHOOL DURING 1972 (IN PERCENTAGE EXCEPT WHERE AVERAGE IS GIVEN)

Characteristics	Urdu-medium		Hindi-medium	
	Male	Female	Male	Female
1	2	3	4	5
A. Average teaching experience in years	5.8	5.4	3.6	5.9
B. Percentage of teachers who like their profession	74	86	69	74
C. Percentage of teachers who are member of some professional association	43	65	60	65
D. Percentage of teachers who attended some Seminars/ Summer Institute sponsored by some educational agency	12	11	34	26
E. Average number of days for which the above course was attended	9.25	7.9	10.8	9.5

	2	3	4	5
F. Percentage of teachers who feel the necessity of reading some educational journal for professional growth	97	100	86	100

Table 7-4 provides that the teachers of Hindi-medium schools have more teaching experience than the teachers of the Urdu-medium schools.

It is observed that there is a larger number of Urdu-medium school teachers than from the Hindi-medium schools for whom liking for the profession has been the basis of its choice.

It may be seen from the above table that irrespective of the type of school, the percentage of female teachers who have associated themselves with some professional association, is greater to the male teachers. Overall results on this variable favour the Hindi-medium schools.

As is evidence from table 7-4 the teachers of the Hindi-medium schools surpass the teachers of the Urdu-medium schools in attending the in-service courses.

The results indicate that the number of Urdu-medium teachers who consider the reading of educational journal indispensable for their professional growth exceeds -though

marginally- to the number of teachers from Hindi-medium schools.

We may infer from the foregoing discussion that the teachers of Hindi-medium schools have put in longer years of service, majority of them are member of some professional association and have attended more in-service programmes for longer duration than their Muslim counterparts. On the other side, the Urdu-medium school teachers to a greater extent than those of teachers from Hindi-medium schools, like the teaching profession and feel the necessity of reading some journals dealing with the problems of education. It may be said that teachers of the Hindi-medium schools appear to be advantageously placed as compared to the teachers of Urdu-medium schools on most of the variables discussed above.

PART C: SECONDARY AND HIGHER SECONDARY TEACHERS

This data which follow have been analyzed on community basis than on the basis of the type of school. It may be explained on the ground that there are a few (only two) schools which impart instructions exclusively through the Urdu-medium. However, there are some schools which have made arrangements of instructions both in Hindi and Urdu. Overlapping of this nature makes classification of schools in terms of Hindi-medium and Urdu-medium as entirely impossible. Even then the idea which we get from the collected data is helpful in many ways. Firstly, because most of teachers belonging to the Muslim community are working with the Urdu-medium sections i.e. with the Muslim students. Though it is not a rule that the Muslim should invariably opt Urdu and the non-Muslim (majority community) student Hindi as medium of instruction, yet it is true in most of the cases. Secondly, because most of the Muslim teachers deal with the Muslim children, their qualifications, living conditions and attitude will have a decisive influence on the learners.

The questionnaire was administered to all the teachers of higher secondary schools in our sample. But it was filled up and returned only by 30 male and 20 female teachers of Urdu-medium schools; 15 male and 25 female teachers of Hindi-medium schools.

Housing conditions. This constitute as one of the important factors in building up the social status of the person. Data on this particular item give the following results:

TABLE 7.1

NATURE OF HOUSING FACILITIES AVAILABLE TO TEACHERS BY THE COMMUNITY DURING 1972 IN PERCENTAGE

Housing facility	Muslim		Non-Muslim	
	Male	Female	Male	Female
1	2	3	4	5
A. Home				
(i) Owned	20	15	53	40
(ii) On rent	80	85	33	60
(iii) Non-response	nil	nil	14	nil
Total	100	100	100	100
B. Accommodation				
(i) One room without toilet facilities	13	25	30	nil
(ii) One room with toilet facilities	37	nil	20	4
(iii) Two rooms with toilet facilities	30	25	30	52
(iv) Three rooms with toilet facilities	20	25	26	34
(v) Non-response	nil	25	nil	10
Total	100	100	100	100

It is obvious from table 7-1 that the non-Muslim teachers are placed in an exceedingly better position on the question of having their own hous. In other words, 29 percent more non-Muslims as compared to the Muslim teachers have their own accommodation.

On the type of accommodation it may be observed that non-Muslim female teachers are more privileged than teachers of the other catagories in having their own spacious places to live in. Excluding this segment of teachers, there is not much difference in the type of accomodation available to the rest of the teachers. On the whole, the non-Muslim teachers have some edge on their counterparts in this matter.

It may be deduced that the Muslim teachers as compared to the non-Muslim teachers are a little in a disadvantageous position.

Education. The educational status of the teachers who responded to our questionnaire is as under:

TABLE 7.2

EDUCATIONAL LEVEL OF TEACHERS BY THE TYPE OF COMMUNITY DURING 1972 IN PER CENTAGE

Education	Muslim		Non-Muslim	
	Male	Female	Male	Female
1	2	3	4	5
A. Matric/Higher Secondary				
(i) Ist division	10	30	47	17
(ii) IInd division	70	45	27	53
(iii) IIIrd division	20	20	20	25
(iv) Non-response	nil	5	6	nil
Total	100	100	100	100
B. B.A./B.Sc.				
(i) Ist division	nil	5	7	6
(ii) IInd division	60	35	40	40
(iii) IIIrd division	33	50	47	48
(iv) Non-response	7	10	6	6
Total	100	100	100	100
C. M.A./M.Sc.				
(i) Ist division	nil	5	7	6
(ii) IInd division	47	20	27	20
(iii) IIIrd division	26	75	33	44
(iv) Non-response	27	nil	33	30
Total	100	100	100	100

As is evident from table 7-2 the percentage of non-Muslim male teachers who have obtained Ist division in high or higher secondary school is greater than that of the

teachers from the other categories. However, the Muslim female teachers with Ist division in the aforesaid examination come next to the non-Muslim teachers. On the whole, more non-Muslim and less Muslim teachers have qualified this examination in the Ist division.

It may be observed that the Muslim male teachers and the non-Muslim female teachers rank Ist and IInd respectively among those who have obtained IInd division.

There are more non-Muslim teachers than the Muslim teachers who have qualified their B.A./B.Sc examination in the Ist division. But the Muslim male teachers are placed first in qualifying the aforesaid examination in the IInd division. The second position in this scale is shared by non-Muslim male and female teachers. On the whole, there are more Muslim teachers than the non-Muslim teachers with IInd division in B.A./B.Sc.

There are more non-Muslim teachers as compared to the Muslim teachers who have obtained Ist division in the post-graduate examination. But the Muslim and non-Muslim male teachers respectively secure first and second position in qualifying the aforesaid examination in the IInd division. However, on the whole there are more Muslim teachers as against non-Muslim teachers with IInd division at the post-graduate stage.

It may be inferred from the above table that there are more non-Muslim teachers with Ist division, and there are more Muslim teachers with IInd division at all stages of education.

Economic status. The income level of respondents is given below:

TABLE 7-3

ECONOMIC STATUS OF TEACHERS BY THE TYPE OF COMMUNITY DURING 1973 (IN PERCENTAGE EXCEPT WHERE AVERAGE IS GIVEN)

Income	Muslim		Non-Muslim	
	Male	Female	Male	Female
1	2	3	4	5
Average income	Rs.966.66	Rs.1233.33	Rs.992.85	Rs.1766.63
(i) Less than Rs.100	nil	nil	nil	nil
(ii) Rs.101-Rs.200	nil	nil	nil	nil
(iii) Rs.201-Rs.500	17(5)	20(4)	nil	4(1)
(iv) Rs.501-Rs.800	50(15)	20(4)	53(8)	12(3)
(v) Rs.801-Rs.1,000	7(2)	10(2)	20(3)	3(2)
(vi) Rs.1,001-Rs.1,500	23(7)	30(6)	20(3)	30(8)
(vii) Rs.1,501-Rs.2,000	3(1)	nil	nil	36(9)

1	2	3	4	5
(viii) Above Rs.2,000	nil	10(2)	nil	13(4)
(ix) Non-response	nil	10(2)	7(1)	4(1)
Total	100	100	100	100

(Figures in brackets indicate the number of respondents)

Table 7-3 describes that the average income of non-Muslim teachers as compared to Muslim teachers is quite high. This shows that Muslim teachers are at a disadvantageous position on this variable.

Teaching experience, choice of profession and seminar attendance. Data collected on these variables show the following results:

TABLE 7-4

TEACHERS ON THE CHARACTERISTICS NAMED AT THE LEFT BY COMMUNITY DURING 1972 (IN PERCENTAGE EXCEPT WHERE AVERAGE IS GIVEN)

Characteristics	Muslim		Non-Muslim	
	Male	Female	Male	Female
1	2	3	4	5
A. Average teaching experience in years	5	6	8	7

	1	2	3	4	5
B. Percentage of teachers who like their profession	74	86	69	74	
C. Percentage of teachers who are member of some professional association	43	65	60	65	
D. Percentage of teachers who attended some Seminar/ Summer Institute sponsored by some educational agency	12	11	34	26	
E. Average number of days for which the above course was attended	9.2	7.9	10.8	9.5	
F. Percentage of teachers who feel the necessity of reading some educational journal for professional growth	97	100	86	100	

As is given in table 7-4 the non-Muslim teachers have more teaching experience than the Muslim teachers.

There are more non-Muslim teachers as compared to the Muslim teachers for whom calling for the profession has been the basis for its choice, attended more seminars for longer periods sponsored by the educational agencies. But the percentage of Muslim teachers who consider the reading of some professional journal as very necessary is higher than their counterparts.

It may be inferred from the foregoing discussion that the non-Muslim teachers have put in longer years in service, majority of them are members of some professional association, they have great liking for the profession and have attended more in-service programmes for longer periods than the teachers from Muslim community. Against this majority of the Muslim teachers feel that the reading of some professional journal is paramount for academic growth.

However, it may be stated that the non-Muslim teachers are more favourably placed than the Muslim teachers on most of the variables discussed above.