



Assessing the Status of Government Urdu Medium Schools of Hyderabad: A Study of Human Resources, Infrastructure and Basic Facilities

¹ Dr. Md. Athar Hussain, ²Dr. Sahifa Sultana

¹ Associate Professor, Dept. of Education & Training, Maulana Azad National Urdu University, Hyderabad

²Assistant Professor (Education), Ghulam Ahmad College of Education (OU), Hyderabad

Abstract:

This study explores the status of government Urdu medium schools in Hyderabad with a specific focus on human resources, infrastructure, basic amenities, and laboratory facilities. Using a structured checklist administered across 20 schools (10 primary and 10 high schools), the research assesses the availability, adequacy, and condition of essential school components that influence the learning environment. The findings reveal that while foundational infrastructure such as power supply, blackboards, sanitation facilities, and playgrounds is well-established in most schools, critical gaps persist. These include the complete absence of fire safety mechanisms, inadequate security measures, and the lack of student support services like counseling. Library resources and multipurpose halls also remain insufficient in half the schools surveyed. The study further highlights disparities in laboratory infrastructure among high schools. Although 80% of high schools have science and computer labs, issues related to poor material conditions, inconsistent usage, and the absence of specialized labs hinder the quality of science and technology education. The findings underscore the need for policy-level interventions and targeted investments to bridge infrastructural and service-related gaps in Urdu medium schools, ensuring a safe, inclusive, and well-resourced educational ecosystem.

Keywords: *Government Urdu Medium Schools, School Infrastructure, Human Resources, Laboratory Facilities, School Amenities, Educational Equity*

Introduction

Education plays a vital role in shaping the intellectual and socio-economic development of individuals and societies. Schools serve as the foundation for learning, providing students with essential knowledge, skills, and competencies required for future success. However, the effectiveness of an educational institution is highly dependent on its resources, infrastructure, financial support, and quality of teaching and learning processes. Government Urdu medium schools of Hyderabad cater to a large population of students from diverse socio-economic backgrounds, and their operational efficiency is crucial in ensuring equitable access to quality education. This study aims to explore the status of government Urdu medium schools by evaluating their resources, infrastructure, and lab facilities.

The significance of quality education and the availability of adequate school resources cannot be overstated in shaping student learning outcomes and overall development, particularly within the context of Urdu medium schools. While the Telangana government has declared Urdu as the second official language, the tangible support for Urdu medium education on the ground appears limited (Siasat Daily, 2024; Telangana Tribune, 2024). Initiatives like the Samagra Shiksha Abhiyan aim for the overall development of school education, but their specific impact on Urdu medium schools of Hyderabad needs further scrutiny. There have been instances of funds being allocated for infrastructure improvements, but concerns remain about their effective utilization and continuity (Siasat Daily, 2022; Siasat Daily, 2023). Teacher recruitment drives have been conducted, but a significant number of Urdu teacher posts often remain vacant, highlighting potential shortcomings in the implementation of supportive policies (Telangana Tribune, 2024; The Hans India, 2024).

Access to adequate learning resources is fundamental for quality education. However, Urdu medium schools of Hyderabad often face shortages of textbooks, with reports of delays in their availability or the need for teachers to translate from other languages (The Hans India, 2015). Libraries in these schools are often lacking in infrastructure, resources, and trained staff, hindering the development of reading habits and access to information (The Hans India, 2015; Outlook India, 2024). The availability of technology, such as computer labs and internet access, is also severely limited in many government Urdu medium schools, creating a digital divide and restricting students' exposure to modern learning tools (The Hans India, 2015).

The quality of teachers is a critical determinant of student learning outcomes. While teacher qualifications for Urdu medium schools generally align with national standards, the persistent shortage of qualified Urdu-speaking teachers in Hyderabad is a major concern (Siasat Daily, 2024; The Hans India, 2015). High student-teacher ratios resulting from this shortage place a significant burden on existing teachers and can negatively impact the individual attention students receive (Siasat Daily, 2024; The Times of India, 2014).

A conducive classroom environment and adequate infrastructure are essential for effective learning. However, government Urdu medium schools of Hyderabad often struggle with dilapidated buildings, a shortage of classrooms leading to overcrowding, and a lack of basic amenities such as proper roofs, furniture, sanitation facilities, and drinking water (Siasat Daily, 2024; The Hans India, 2015). The absence of playgrounds and dedicated spaces for co-curricular activities further limits the holistic development of students (The Times of India, 2016; TwoCircles.net, 2023). These infrastructural deficiencies create significant barriers to learning and contribute to an unsupportive educational environment.

Ensuring the provision of fundamental resources and maintaining hygienic conditions within educational settings are paramount for fostering an environment conducive to effective learning. These elements, encompassing access to clean drinking water, functional sanitation facilities, reliable electricity, and adequate hygiene provisions, directly influence the health, overall well-being, and academic achievements of students. The absence or inadequacy of these essential components can create significant barriers to education. The challenges related to basic amenities and hygiene are not exclusive to Urdu medium schools and are evident in the broader context of government schools in Hyderabad and Telangana.

The impact of these deficiencies extends to academic performance as well. Poor health and frequent absences disrupt students' learning process, making it difficult for them to concentrate, keep up with lessons, and ultimately achieve their academic potential. Even when students are present in school, discomfort and distractions caused by inadequate facilities can hinder their ability to focus on their studies.

Need and Significance of the Study

The study is significant given the multifaceted challenges and the crucial role these institutions play in the educational landscape of the city. As highlighted in the above discussions, government Urdu medium schools of Hyderabad face a unique set of circumstances that need in-depth research.

The need for this study stems from the alarming state of infrastructure and resources in these schools. Reports consistently indicate a severe lack of basic amenities such as functional toilets, clean drinking water, and reliable electricity. Many schools operate in dilapidated or rented buildings with inadequate classrooms, often forcing multiple classes to share a single room. The shortage of essential furniture like chairs and benches further exacerbates the challenging learning environment, with students sometimes compelled to sit on the floor. These conditions, as documented in various newspaper articles and reports, underscore a critical need to understand the extent of these infrastructural deficits and their impact on the educational experience. By evaluating resources and infrastructure, this study can offer valuable insights into the systemic issues affecting these institutions.

Objectives of the Study

Objectives of the study are:

- 1) To assess the availability, adequacy, and condition of human resources, infrastructure, teaching materials, basic amenities, and recreational facilities in government Urdu medium schools of Hyderabad.
- 2) To evaluate the availability, condition, and utilization of laboratory facilities in high schools of government Urdu medium schools of Hyderabad.

Research Method

The study adopts a descriptive research design utilizing a survey methodology, integrating both structured checklist-based assessment and quantitative analysis. The descriptive approach was chosen to provide an in-depth, systematic assessment of the physical and human resources in government Urdu medium schools. Data were collected through field visits, direct observations, and feedback from school administrators using a pre-designed checklist tool. Appropriate statistical techniques were used to analyse the obtained data. The results were interpreted to accomplish the objectives of the study.

Population

The target population for this study consists of government Urdu medium schools of Hyderabad. There are 289 such schools in Hyderabad. These schools primarily rely on government funding for infrastructure, resources and educational programs.

Sampling

A *stratified random sampling technique* was used to ensure a balanced representation of different school levels in the study. The sampling criteria included:

- Schools that are government-funded
- Schools that are Urdu medium
- Stratification based on school level (primary and high school)

A total of 20 schools were selected, with 10 primary schools and 10 high schools included in the sample. These schools were selected from a total of 289 schools employing disproportionate stratified random sampling.

Operational Definitions of the Variables

- 1) **Human Resources:** Refers to the availability and adequacy of teaching and non-teaching staff in schools. Includes the number of teachers, student-teacher ratio, presence of non-teaching staff, and availability of counselors.
- 2) **Infrastructure & Teaching Resources:** Refers to the physical infrastructure and availability of essential teaching resources. Includes classroom conditions, blackboards, projectors, power supply, security measures (CCTV cameras), notice boards, and multipurpose halls.
- 3) **Basic Amenities & Hygiene:** Refers to the availability and adequacy of sanitation and hygiene facilities in schools. Includes toilets, separate washrooms for boys and girls, hand washing stations, waste disposal systems, and drinking water facilities.
- 4) **Playground & Recreational Facilities:** Refers to the availability and condition of playgrounds, sports equipment, and recreational spaces for students.
- 5) **Laboratory Facilities (High Schools Only):** Refers to the availability, condition, and usage of science and computer labs in high schools. It was assessed based on the presence of labs, condition of equipment, frequency of usage, and adequacy of resources.

Research Tool

To collect relevant data, a checklist for assessing the current status of government Urdu medium schools of Hyderabad was developed. This *Checklist* was prepared to assess key aspects of school infrastructure, resources, and facilities. The checklist aimed to systematically assess the strengths, gaps, and areas needing improvement in government Urdu medium schools of Hyderabad.

The checklist was administered to principals of schools to gather first-hand insights into the availability, adequacy, and condition of essential school resources.

Dimensions and Item Distribution

The checklist comprised a total of 42 items distributed across five key dimensions, ensuring a comprehensive evaluation:

1. **Human Resources (6 items):** Evaluates the availability of teaching and non-teaching staff, including administrative and support personnel.
2. **Infrastructure & Teaching Resources (9 items):** Assesses essential facilities such as classrooms, blackboards, power supply, security systems, and technology-based learning tools.
3. **Basic Amenities & Hygiene (7 items):** Examines sanitation, drinking water, waste disposal, and overall cleanliness.
4. **Playground & Recreational Facilities (9 items):** Reviews the availability and condition of playgrounds, sports materials, and multipurpose halls.
5. **Laboratory Facilities (for high schools only) (8 items):** Assesses science and computer labs in high schools, including equipment availability, condition, and usage.

Additionally, three items were included to collect general school details such as school name, level (primary/high school), and type.

Response Format and Scoring

The checklist included both numerical and categorical responses, ensuring a standardized method for evaluation:

- **Yes/No Responses:** Used for availability of facilities (e.g., “Does the school have a library? Yes/No”).
- **Condition-Based Responses:** Assessed the quality of facilities (e.g., “Condition of science lab materials: Poor/Good”).
- **Adequacy-Based Responses:** Evaluated sufficiency of resources (e.g., “Is the multipurpose hall adequate? Yes/No”).
- **Numerical Data:** Used for quantifiable aspects (e.g., “Number of computers available in the school”).

Validity

The tool was subjected to an expert review process to ensure the content validity of the items. The initial version of the checklist comprised 32 items across three dimensions. After expert review, modifications were made to enhance the tool’s relevance and comprehensiveness. Several items were merged, removed, or reworded based on expert feedback. New items were added to ensure a more detailed assessment of school resources. Two additional dimensions were introduced, expanding the total to five. The final checklist consisted of 42 items across five dimensions, ensuring validity and coverage of all critical aspects of school evaluation.

Statistical Techniques

The following statistical techniques were employed to analyze the data:

- **Frequencies & Percentages:** Used to analyze categorical data (e.g., availability of school facilities, teacher and principal demographics, funding adequacy, and school challenges).
- **Mean & Standard Deviation:** Used to assess teachers’ and principals’ perceptions of funding adequacy, education quality, school challenges, and resource availability.

Analysis and Interpretation of the Results

This section presents the analysis and interpretation of the data collected through the Checklist. This analysis aims to identify strengths, gaps, and areas for improvement in school resources, offering insights for policymakers, school administrators, and educational stakeholders to enhance infrastructure, optimize resource allocation, and create better learning environments for students.

Objective 1: To assess the availability, adequacy, and condition of human resources, infrastructure, teaching materials, basic amenities, and recreational facilities in government Urdu medium schools of Hyderabad.

The objective of this analysis is to evaluate the availability and condition of essential infrastructure, facilities, and resources in government Urdu medium schools of Hyderabad. The study assesses four dimensions, i.e., *Human Resources, Infrastructure & Teaching Resources, Basic Amenities & Hygiene and Playground & Recreational Facilities*.

Descriptive frequency analysis was conducted using SPSS to summarize categorical variables, including the presence or absence of school facilities. The percentage distributions for each facility were computed to assess the prevalence and disparities in resource allocation across different schools. Additionally, the condition and adequacy of certain facilities were analyzed using descriptive statistics.

The analysis and interpretation of the results are as follows:

1. Human Resources

Table 1: Descriptive Statistics for Human Resources Dimension in Government Urdu Medium Schools

Variable	N	Min	Max	Mean	SD
Number of Students	20	63	499	194.15	121.17
Number of Teachers	20	3	21	10.00	5.39
Student-Teacher Ratio	20	9.42	31.00	19.95	5.76
Number of Non-Teaching Staff	20	0	4	1.05	1.23

Table 2: Availability of Non-Teaching Staff and Counsellors in Government Urdu Medium Schools

Human Resources	Yes	%	No	%
Non-Teaching Staff	11	55%	9	45%
Counsellor	0	0%	20	100%

The data in Table 1 illustrate considerable variability in student enrollment, staffing levels, student-teacher ratios and the availability of non-teaching staff across schools.

Number of Students: The number of enrolled students varies widely across schools ranging from 63 to 499 students, with a mean of 194.15 students per school and a standard deviation of 121.174, indicating substantial variation in student population across different schools. This variability suggests differences in school capacity, student intake, or geographical factors influencing enrollment.

Number of Teachers: The number of teachers ranges from 3 to 21 per school, with a mean of 10 teachers. A standard deviation of 5.390 suggests that the number of teachers varies considerably across schools. Some schools appear to be significantly understaffed, which may impact teaching quality.

Student-Teacher Ratio: The student-teacher ratio ranges from 9.42 to 31.00 students per teacher, with a mean of 19.95 students per teacher. A higher ratio (> 30) in some schools suggests potential challenges in individualized attention and effective learning environments. A standard deviation of 5.76 highlights disparities in teacher allocation across schools.

Number of Non-Teaching Staff: Non-teaching staff is minimal, with 45% of schools having no non-teaching staff, which may create administrative burdens for teachers. Only 5% of schools have four non-teaching staff. The mean is 1.05, with a standard deviation of 1.234, indicating that most schools have limited administrative or support personnel. A lack of adequate non-teaching staff may indicate administrative and operational challenges.

Counselor absence: None of the surveyed schools have a school counselor, which raises concerns regarding students' mental health and academic guidance.

2. Infrastructure & Teaching Resources

Table 3: Availability of Facilities of Infrastructure & Teaching Resources in Government Urdu Medium Schools

Facility	Yes	%	No	%
Power Supply	20	100%	0	0%
Blackboards	20	100%	0	0%
Notice Board	16	80%	4	20%
Interactive Flat Panel (IFP) Boards	14	70%	6	30%
Projector	11	55%	9	45%
Security Cameras	3	15%	17	85%
Fire Extinguisher	0	0%	20	100%
Library (with proper room)	10	50%	10*	50%
Multipurpose Hall	5	25%	15	75%
Adequacy of Multipurpose Hall	Adequate: 26.3%		Not Adequate: 73.7%	

Note: The "No" category in Library includes 7 schools that have only almiraahs for books and not proper library rooms.

The data in Table 3 illustrate the following:

Key Strengths

- Power supply and blackboards are available in all schools (100%), ensuring that basic teaching and classroom instruction can proceed without interruptions.
- Most schools have notice boards (80%), which play a vital role in school communication, announcements, and academic updates.
- A moderate number of schools have access to modern teaching aids, such as Interactive Flat Panel (IFP) Boards (70%), while projectors are available in just over half of the schools (55%) indicating a gradual adoption of technology-enhanced learning.

Areas of Concern

- Fire Extinguishers (0%): None of the surveyed schools have fire extinguishers, posing a serious safety hazard in case of emergencies. Schools need to prioritize fire safety measures to ensure student and staff safety.
- Security Cameras (15%): The low presence of security cameras suggests inadequate monitoring and security, making schools vulnerable to safety risks.
- Multipurpose Hall (25%): Only 25% of schools have a multipurpose hall. Among the few schools that have multipurpose halls, 73.7% reported them as inadequate, indicating a lack of sufficient space for academic and extracurricular activities.
- Library: While 50% of schools have a proper library, 35% of them have only almirahs for books, and 15% have no library at all. This indicates that 85% of schools offer some form of book access, though not all have a structured library space. This is an indication of disparities in access to reading materials and resources.

The analysis reveals strong infrastructure support in basic classroom utilities (e.g., power supply, blackboards) but gaps in safety measures, technology adoption, and multi-purpose spaces. Addressing these deficiencies can significantly improve the learning environment and security of students in government Urdu medium schools.

3. Basic Amenities & Hygiene

Table 4: Availability of Facilities of Basic Amenities & Hygiene in Government Urdu Medium Schools

Facility	Yes	%	No	%
Drinking Water Facility	20	100%	0	0%
Hand Washing Facilities	19	95%	1	5%
Waste Disposal System	19	95%	1	5%
Cleanliness of Drinking Water Facility	18	90%	2	10%
Toilet Facilities	20	100%	0	0%
Separate Toilet for Boys & Girls	14	87.5%	2	12.5%
Condition of Toilets	Good: 80%		Poor: 20%	

The data in Table 4 illustrate the following:

- Basic sanitation needs are met. Toilets, hand washing stations, and drinking water facilities are widely available, ensuring a sanitary school environment.
- While 100% of schools have drinking water facilities, 10% reported that the water was not clean or sufficient, posing health risks.
- Although all schools have toilet facilities, 20% reported poor conditions, suggesting the need for better maintenance.
- In co-educational schools (N=16), 87.5% of them have separate toilets for boys and girls, but 12.5% still lack this facility, highlighting a need for improved sanitation infrastructure.

4. Playground & Recreational Facilities

Table 5: Availability of Facilities of Playground & Recreational Facilities in Government Urdu Medium Schools

Facility	Yes (%)	No (%)
Playground	14 (70%)	6 (30%)
Condition of Sports Materials	Good: 89.5%	Poor: 10.5%

As is shown in Table 5, 70% of schools have a playground. However, 30% still lack this facility. Nearly 90% of schools reported that sports materials were in good condition, ensuring students have access to quality recreational resources.

Conclusion

The analysis highlights that while basic infrastructure, sanitation, and recreational facilities are well-established in most government Urdu medium schools, critical gaps remain in safety, security, and student support services. The complete absence of fire extinguishers, limited security surveillance, and the lack of counseling services pose significant concerns. Additionally,

inadequate library spaces and multipurpose halls further impact the learning environment. Prioritizing improvements in these areas is essential to ensuring a safe, well-equipped, and supportive educational setting.

Key Strengths

- Basic infrastructure like power supply, blackboards, and toilet facilities is well-established (100%).
- Most schools (70%) have playgrounds, and sports equipment is generally in good condition.
- Sanitation facilities, including hand washing stations and waste disposal systems, are present in 95% of schools.

Critical Areas of Concern

- **Fire Safety:** None of the schools have fire extinguishers (0%), raising major safety risks.
- **Security Measures:** Only 15% of schools have security cameras, indicating a lack of surveillance.
- **Student Support Services:** None of the schools have a counselor (0%), which may impact student well-being and guidance.
- **Library:** 50% of schools lack a dedicated library room, and some schools have only almirahs for books.
- **Multipurpose Halls:** Only 25% of schools have a multipurpose hall, and nearly 74% of them are inadequate.

Improving security measures, student support services, and fire safety infrastructure should be prioritized to create a safer and more conducive learning environment in government Urdu medium schools.

Objective 2: To evaluate the availability, condition, and utilization of laboratory facilities in high schools of government Urdu medium schools of Hyderabad.

This analysis aims to assess the presence and state of science labs, computer labs, and other specialized labs, as well as the adequacy of resources and frequency of usage. The responses were collected from 10 high schools. The data was analyzed using descriptive statistics and frequency distribution to determine the proportion of schools with laboratories, the condition of equipment, and the frequency of lab usage.

Science Labs:

Table 6: Availability of Science Labs in High Schools

Science Lab Availability	Frequency	Percentage
Yes	8	80%
No	2	20%
Total	10	100%

Table 7: Condition of Science Lab Materials

Condition of Science Lab Materials	Frequency	Percentage
Good and Sufficient	6	60%
Poor and Insufficient	4	40%
Total	10	100%

Table 8: Frequency of Science Lab Usage

Frequency of Science Lab Usage	Frequency	Percentage
Weekly	5	50%
Monthly	1	10%
Never	2	20%
Missing (No Lab)	2	20%
Total	10	100%

The analysis of the data regarding the availability, condition, and utilization of science lab facilities in high schools revealed that 80% of high schools have science labs, while 20% lack this facility, indicating a gap in science education infrastructure. The condition of science lab materials varies, with 60% of schools having adequate resources, whereas 40% report poor and insufficient materials, which may hinder practical learning. Science labs are used weekly in 50% of schools, while 12.5% use them monthly, and 25% never use them, suggesting underutilization, non-functional materials or lack of resources in some schools.

Computer Labs:**Table 9:** Availability of Computer Labs in High Schools

Computer Lab Availability	Frequency	Percentage
Yes	8	80%
No	2*	20%
Total	10	100%

*Note: The "No" category includes 1 school that has only computers and not proper lab room.

Table 10: Condition of Computers

Condition of Computers	Frequency	Percentage
Good	6	60%
Poor	3	30%
No Lab	1	10%
Total	10	100%

Table 11: Distribution of Computers in High School Computer Labs*

Number of Computers	Frequency	Percentage
4	1	11.1%
5	2	22.2%
8	1	11.1%
10	3	33.3%
12	1	11.1%
15	1	11.1%
Total (54)	9	100%

*Note: Only for Schools with a Computer Lab (N=9)

Table 12: Frequency of Computer Lab Usage

Frequency of Computer Lab Usage	Frequency	Percentage
Daily	2	20%
Weekly	6	60%
Never	1	10%
Missing (No Lab)	1	10%
Total	10	100%

The analysis of the data regarding the availability, condition, and utilization of computer labs in high schools revealed that:

- 80% of high schools have computer labs, whereas 20% lack this facility, showing a significant gap in digital education access.
- The number of computers varies, with some schools having as few as four computers and others having up to 15, indicating unequal resource distribution.
- 60% of schools have computers in good condition, but 30% report poor condition, which may impact the effectiveness of digital learning.
- Computer labs are used weekly in 60% of schools, while 20% use them daily. However, one school never uses its computer lab, suggesting potential operational issues.

Other Labs:**Table 13:** Availability of Other Labs

Availability of Other Labs	Frequency	Percentage (%)
No	9	90%
Yes (Language Lab)	1	10%

The analysis of the data regarding the availability, condition, and utilization of computer labs in high schools revealed that only one school (10%) has an additional specialized lab, a language lab, while 90% of high schools lack any other specialized labs. This lack of diversity in lab facilities limits the learning opportunities for students, particularly in subjects like languages, social sciences, and vocational training.

Conclusion

The findings of the second objective indicate significant disparities in laboratory infrastructure across high schools in government Urdu medium schools:

Strengths

- 80% of high schools have both science and computer labs, providing basic practical learning opportunities.
- 60% of science lab materials and computers are in good condition, ensuring usability.
- Most schools use their computer and science labs weekly, indicating a focus on practical learning.

Challenges

- 20% of schools lack both science and computer labs, restricting students' hands-on learning experiences.
- 40% of schools report poor or insufficient science lab materials, and 30% have poor computer conditions, which may hinder effective teaching.
- One school never uses its computer lab, indicating possible operational issues.
- 90% of high schools lack any specialized labs beyond science and computer labs, limiting educational diversity.

Recommendations

Based on the findings from the assessment of school resources and infrastructure in government Urdu medium schools of Hyderabad, the following recommendations are proposed:

1. Enhancing Human Resources

- Address teacher shortages by recruiting additional qualified educators to ensure an optimal student-teacher ratio, particularly in schools with a ratio exceeding 30:1.
- Provide administrative and support staff to reduce the workload on teachers and enhance school operations. Special attention should be given to schools with no non-teaching staff.
- Establish counseling services in all schools by appointing dedicated counselors or providing training to existing staff to support students' mental health and career guidance.

2. Strengthening Infrastructure & Teaching Resources

- Increase the availability of projectors and Interactive Flat Panel (IFP) Boards across schools to improve digital learning opportunities.
- Install security cameras in all schools to enhance student safety and prevent unauthorized activities.
- Ensure that every school has a dedicated library space with sufficient books and digital learning resources to promote reading culture.
- Increase the number of multipurpose halls and upgrade existing ones to meet the needs of school assemblies, extracurricular activities, and large gatherings.

3. Improving Basic Amenities & Hygiene

- Install fire extinguishers and conduct safety training programs for school staff and students.
- Conduct regular maintenance of drinking water sources to ensure cleanliness and safe consumption. Expand hand washing and waste disposal facilities in schools that still lack them.

4. Enhancing Playground & Recreational Facilities

- Work towards ensuring all schools have adequate playground space for student activities.
- Allocate funding for maintaining and upgrading sports materials, ensuring that all schools have the necessary resources for physical education.

5. Strengthening Laboratory Facilities in High Schools

- Provide necessary laboratory equipment and materials in all high schools to enhance hands-on science learning. Ensure that existing science labs are well-equipped and used regularly in the curriculum.
- Increase the number of functional computers and upgrade outdated systems to support digital literacy among students. Regular maintenance should be ensured to keep computers in working condition.
- Encourage the establishment of subject-specific labs such as language labs, mathematics labs, and innovation hubs to provide a comprehensive learning environment.

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