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“A Study Of The Management Of Muslim Minority Govt. Aided Schools”

Anjum Ali

Ph.D. Scholar,

Institute Of Advanced Studies In Education

Faculty Of Education, Jamia Millia Islamia

New Delhi, India

Dr. Naheed Zahoor

Assoc. Prof.

Institute Of Advanced Studies In Education

Faculty Of Education, Jamia Millia Islamia

New Delhi, India

Abstract:

This research paper is based on the study conducted by the investigator on the Management of Muslim minority govt. aided schools in Delhi. It includes all the eight Muslim minority govt. aided schools in Delhi as population along with sample included eight managers, eight principals as well as forty teachers for an intensive investigation into the real problems that exist and affect the system in their ways in the current scenario. It also attempts to examine the role of the management in bringing innovations in content and context, pedagogic practices and system of instructions. Latest research reviews provided this well justified task of contribution by management in determining the direction of functioning & performance of such schools. Interview, questionnaires and participant observation have been used to understand the-phenomena qualitatively and data collected has analysed to interpret conclusions. Each school has their own managing committee as a governing body holds certain powers and autonomy including recruitment, finances as well as other institutional affairs. Majority of schools admit that these bodies over- exercise their powers which are further supported by information records of various court cases, conflicting affairs due to injustice. Value deterioration among staff and truancy among students is found highest as well as they are on the least efforts for community service in comparison to others i.e. Sikh & Christian minorities living in Delhi. Most of the schools are deficient in basic amenities and infrastructure along with shortage of staff and principals. More than one-third of them running without principals since more than three years. These schools are competing in sports and Urdu expertise activities (kawwain, gazals, naat, bait-bazi, etc.) all over Delhi. These findings can be used for further researches and planning for achieving the desired objectives.

1.Introduction

Concern for development of minorities can be tracked back to our constitution which is committed to the equality of citizens and it is the responsibility of the state to preserve, protect and ensure rights of minorities in matters of language, religion and culture. The articles (29, 30 & 350A) of the Indian constitution enjoin the rights of the minorities to establish and administer educational institutions and schools of their choice. It also directs the state to provide facilities to instruct in their mother tongue at primary level. In this regard, Muslims in India have established a number of schools and educational institutions throughout the country. Significantly in Delhi itself there are more than 158 Muslim-managed educational institutions and schools (Omer Khalidi, 2005).

Educational deprivation of Muslims have both qualitative and quantitative dimensions. They are at the double disadvantages with low level of education combined with low quality education. This is due to lack of research work, non- implementation of recommendations given by pervious commission and committees and less commitment of the government towards development of minorities in general and Muslim education in particular. (Sachar,2006)

The Muslim Managed Schools are far below the ideal or expected level of institutions. On the whole, they are run by members of a backward community, for a backward community and considerably in a backward milieu and manner. (Zahoor,2008)

There is hardly any data-based research report regarding the physical and academic condition of schools in the localities largely inhabited by Muslims. There has been no comprehensive survey on enrolment, dropout rate and learning achievement of Muslim children in two kinds of schooling systems-madarsah and public. Similarly, scant information in published form is available regarding muslim youths' overall access to higher education opportunities, participation in professional education, absorption in the employment market and future life accomplishments. However, some minor studies conducted by individuals, government organisations and NGOs here and there, provide some insight into the problems and issues involved in their education. (Chauhan, 2011)

Management is the set of functions directed at the efficient and effective utilization of resources in the pursuit of organizational goals. According to Koontz & Weihrich "Management is the process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish selected aims" Fredrick. W. Taylor defines "Management is an art of knowing exactly what you want to do and then seeing that they do it in the best and economical way." Educational Management is

a comprehensive effort dealing with educational practices. It is dynamic side of education. According to G. R. Terry & J. B. Thomas, "Educational management is the theory and practice of the organization and administration of existing educational establishment and systems."

Management of education thus implies the practical measures for ensuring the system to work for achieving the objectives of an educational institution. There are a lot of communication, co-operation and collaboration issues which have to be sorted out for achieving the educational goals with specific objectives of the educational institutions.

Govt. Aided Schools are those recognized private schools which are receiving 95 p.c. grants in aid of their total expenditure from Central Government or State Government. In Delhi, presently there are 221 Govt. Aided Schools which comes under the supervision of Directorate of Education, Govt. of N.C.T of Delhi. Out of them eight schools are managed by Muslims. Minority School- A school established and administered by a minority having the right to do so under clause (I) of article 30 of the constitution of country.

1.1.Minority

In India, there are three kinds of minorities viz. Religious, linguistic and educationally backward minorities. The Supreme Court of India defined minority for the purposes of Article 30(1) of the Indian Constitution, as a community, linguistic or religious, which is numerically less than 50% of the entire State population. List of Minorities as per Central Government Notification in India - Five religious communities viz. Muslims, Christians, Sikhs, Buddhists and Parsis have been declared as minority communities by the Union Government notification dated 23.10.1993 issued by Ministry of Welfare.

2.Significance Of The Study

Muslim managed schools are the part and parcel of-Muslim Society. Its practices, policies, curriculum and culture influence the local community and vice-versa. There are trusts, societies which manage such schools and they have their own organizational set-up, self-recruitment procedures, raising the funds to give 5% of salaries of teachers etc. The need arises because there are other minorities whose aided schools are performing better in several aspects, even though they are getting equal aid and observing similar rules of the Govt. If we compare among the Govt. aided Muslim minority schools, Dr. Zakir Hussain Memorial Sr. Sec. School Jafrabad, Delhi gives 100% result. It envisages

that there are really some problems associated with trustees, societies who manage other such schools.

As the Muslims constitute major part of Minority in Delhi and India as well, therefore they influence greater part of GDP than other minorities. Progress of them is directly a progress of the Nation, to a greater extent than other minorities . So working for their Welfare, Upliftment, and Modernisation is an investment. Since Educational excellence ensures them all. Hence doing a research on their Educational Institutions in view to show an improved path towards growth is quite meaningful, patriotic and productive for the Nation. The researches have shown the backwardness of Muslim Minorities in Educational, Social and other aspects. Now the question is to find the root causes, problems, and obstructions so that the best suitable solutions can be provided in order to achieve educational and national aims.

3.Objectives Of The Study

The study had the following objectives:

- To study the problems faced by the management of Muslim Minority Govt.aided Schools in Delhi on the following dimensions:
 - regarding Power and Authority Utilisation.
 - managing Funds and Infrastructure.
 - regarding Recruitment & Transfer of employees.
 - managing Conflicts and Grievances.
- To study the performance of students of these schools.
 - Scholastic Achievement
 - Co-Scholastic Achievement

4.Operational Definitions Of Terms Used

4.1.Management

The present study is confined to the managing of those school functions which are managed by Manager and Principal.

4.2. Students' Performance

Scholastic Achievement means Academic achievement in terms of 10th standard Board Results as well as Co-scholastic Achievement means achievement in terms of Literary, Sports, and Cultural activities.

5. Sample

8 Managers, 8 Principals and 80 teachers (10 from each school). Only those teachers who were associated with certain managerial task were selected by using Purposive sampling Technique.

6. Tools Used

- Interview Schedule: For Managers & Principals (Developed by Investigator)
- Questionnaire: Questionnaire for teachers (Developed by Investigator)
- Check list: (Developed by Investigator)

7. Analysis and Interpretation

Problems faced by the Management of Muslim minority Govt. Aided schools in Delhi

| S.N. | Areas of the Problems related to_ | Percentage | Rank |
|------|-------------------------------------|------------|------|
| 1. | Utilisation of power and authority | 20.7 | 3 |
| 2. | Managing funds & infrastructure | 28.3 | 2 |
| 3. | Managing Conflicts & Grievances | 31.5 | 1 |
| 4. | Recruitment & transfer of Employees | 19.5 | 4 |

Table 1: Problems In Different Areas

From the table1 it is evident that problems related to managing conflicts and grievances by the management were highest. It may be because of unclear lines of powers provided by the Govt. to these management or they over-exercise their powers in their own interest & ignore grievances of the staff or both, results in conflicts.

Other reasons may be due to non-transferable jobs in the said schools, some teachers have the backing of the management and pose problems in the day-to-day affairs of the principals and schools. Problems relating to physical facilities fall next in number. In many schools management instead of supporting the principal in running the school

smoothly poses problem. They either interfere too much or do not take any interest at all. In some schools, Teaching staff is collecting money by various means to raise 5% of the salaries rather than management, while 50% schools paying 95% of the salaries with zero contribution by the Management. (see Table 2).

| S C H O O L S | Non-Teaching staff | | | Teaching staff | | Total Students | Teacher Student Ratio | Salaries of Employees (%) | Court Cases |
|---------------------------------|-----------------------|-------|-------------|-------------------|-----------------------|-------------------|-----------------------------|---------------------------------|----------------|
| | Head Clerk | Clerk | Class IV | Total Teachers | P R I N C | | | | |
| 1 | 0 | 2 | 4 | 48 | 0 | 2000 | 1:42 | 100 | 4 |
| 2 | 1 | 1 | 2 | 20 | 0 | 900 | 1:45 | 95 | 2 |
| 3 | 1 | 1 | 2 | 24 | 1 | 875 | 1:37 | 100 | 0 |
| 4 | 1 | 1 | 3 | 32 | 1 | 1200 | 1:38 | 95 | 1 |
| 5 | 1 | 2 | 3 | 35 | 1 | 1500 | 1:43 | 95 | 1 |
| 6 | 1 | 1 | 2 | 19 | 0 | 700 | 1:37 | 100 | 1 |
| 7 | 1 | 2 | 4 | 40 | 1 | 1800 | 1:45 | 95 | 0 |
| 8 | 0 | 1 | 2 | 15 | 1 | 600 | 1:40 | 100 | 2 |

Table 2 : Schools' Information On Variables

This table2 clearly shows that there is a shortage of staff in each school. Two schools are running without head clerks, three schools without principals and the teacher student ratio varies from 1:37 to 1:45. There is a provision to engage PTA teachers to curb this shortage. Although 50% of these schools are unable to provide the 5% of the salaries of the regular staff while the infrastructure is not adequate.

There were grievance related issues like promotion was my right but some other was promoted out of rules by the management. Such type of court cases were found in 75% of these schools. Schools were having ugly old buildings claiming water, toilets, light problems. Some were situated in overcrowded small streets surrounded by huge

buildings. Students' strength varies from 600 to 2000 as compared to teachers as 15 to 48 regular teachers.

| Schools | Year 2008 | Year 2009 | Year 2010 | Mean |
|---------|-----------|-----------|-----------|------|
| 1 | 48 | 53 | 49 | 50 |
| 2 | 51 | 63 | 57 | 57 |
| 3` | --- | --- | --- | --- |
| 4 | 58 | 57 | 59 | 58 |
| 5 | --- | --- | --- | --- |
| 6 | 64 | 68 | 65 | 66 |
| 7 | 100 | 100 | 98 | 99.3 |
| 8 | 45 | 49 | 59 | 51 |

Table 3: Students' Achievement (Cbse X Result In%)

It is evident from this table3 that the Academic achievement of these schools is not good. Mostly schools lies in the range from 45 to 68. Only one school had given the excellent result in the three years. This school is not having any court case. It implies that management is taking care of all grievances of employees in a justified manner. Here co-operation, coordination was found maximum as well as employees were enthusiastic. This envisages that an honest and just manager with right attitude towards employees can create a congenial environment to make the employees motivated. It can be clearly found that where the problems are higher there the academic achievement is low. In co-scholastic areas, these schools exercise urdu expertise activities like gazals. Naa'at, kawwali, bait-bazi, dialogue etc. in sports, hockey, football, racing, jumping etc. are the favourites of these school students. No doubt these schools had won first three positions in programs from Urdu Academy. In jumping and racing too, won medals in Delhi during the years 2008, 2009 and 2010. Table3 depicts about the academic area in which these schools lagging behind almost all the Govt. Aided schools situated in Delhi. This envisages about the effect of the problems associated with the management of these schools is inversely proportional to their achievement in academics.

8. Major Findings

- Problems relating to the conflicts and grievances were ranked higher. This may be due to there no scope for transfers of teachers being in the government aided schools, the principals have to make do with the same staff members. Sometime the teacher having direct contact with the management may pose problems to the principals in running of the school smoothly. Such kind of support from the management to the staff members may lead to insubordination among the staff members and the principals find themselves helpless to take the teachers along with them. Many teachers and principals argued that their grievances like DPC, MACP, LTC, PF related, promotional appointments etc. were continually ignored by the Management. School premises are utilized by the management in order to produce money by temporarily providing it to others on fare for functions, movie making, shops etc.
- Problems relating to use of authority and power by the Management: As the Directorate of education has not clearly defined powers and responsibilities of the management they create problems to the principals of the government aided schools, Either by interfering too much or not taking interest at all. In some schools the day to day school affairs are affected due to this. Mostly schools said that management misuses their powers. Among them 75% schools have a court case related to promotion of staff personals, selection of the Principal etc., in which opponent claims his right while Management made injustice. Also 37.5% schools are running without full fledged principals since more than three years.
- Shortage of teaching as well as non-teaching staff is found in each school. The directorate sanctions almost same number of ministerial staff for every school irrespective of the strength of the school. Due to which the larger schools has more paper work.
The directorate sanctions the same number of class IV employees irrespective of strength and area occupied by the school. Recruitment processes in these schools promoting nepotism, likelihoods etc. depending on the Management.
- Problems relating to the finance restrict the smooth functioning of the government aided schools. Though the government provides the aid to the schools by paying 95% of the salaries and certain amount for maintenance of the physical facilities. The funds for the latter are insufficient. In some schools,

Teaching staff is collecting money by various means to raise 5% of the salaries rather than management, while 50% schools paying 95% of the salaries with zero contribution by the Management. In these schools the maintenance of the physical facilities has been posing problems to the principal and on the results. The principal has to wait for the word from the management to get the things repaired. Water, toilet, student desks, fans, light etc. were found short in most of the schools. Not a single school has electric generator.

- Academic achievement of the students and different problems faced by the Management of the government aided schools were positively correlated. Surprisingly these students are competing all over Delhi in co-scholastic areas such as urdu expertise activities (kawaii, gazals, naat, bait-baji, etc.) as well as in sports like hockey, race, jumps etc.

9. Conclusion

The present study put forward the challenges for the Management in the current scenario in Delhi. The thinkable position of the Muslim minority Govt. Aided schools is due to unclear autonomy, less motivation towards institutional goals by the so called Muslim managements and step attitude of the Govt. All the aided schools having more or less and similar problems. There is a great need to define very well the powers of the management, mainstreaming by the Govt. in all type of endeavours relating to requisites, infrastructure, Grievances, Controlling. Smooth and sustained relationship as well as supervision by the govt. is necessary for these schools in order to achieve the desired objectives.

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