

ECONOMICS OF MUSLIM MANAGED
SECONDARY SCHOOLS OF DELHI

Thesis

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Abstract

The present study entitled '**Economics of Muslim Managed Secondary Schools of Delhi**' was conducted with the **objective** of ascertaining probable relationship subsisting between Educational Cost and Academic Performance. In this, **Educational Cost** comprised Private Cost of Education or the expenses incurred by the parents and the Institutional Cost of Education consisting of recurring and non-recurring expenditures. Although **Academic Performance** connotes wide range of meaning, the present study has, for the sake of objectivity and measurement, taken it to be the Performance of students in the secondary school examination, in terms of both quantity and quality. Within the broad framework of the above mentioned objective, the study examined the (relative) impact of Cost on Performance in the **Private** owned and managed Muslim Secondary Schools and the Government **Aided** Schools which are recipients of Government aided as also subject to certain rules and regulations enforced by the state.

The need to undertake the present study arose from the well known facts such as almost absence of such studies about the Muslim Managed Schools, Educational backwardness of the Muslims, their cultural sensitivity and endeavors made by the community itself. In addition, the schools under reference consume considerable amounts of money received in terms of payments made and expenditure incurred by the parents and in the case of Government Aided schools the revenues received and spent by them. In this scenario, one is naturally inclined to know whether the output is proportionate to social input or investment.

The **sample** of the study consisted of ten Muslim Managed Secondary Schools of which Six were Private schools and Four Government Aided schools. In terms of respondents from within these schools, 100 Teachers and 150 students belonging to the same schools were approached for collecting primary data **through** structured questionnaire which were separately develop for students, teachers, school establishment and for researcher's observation.

Entire **data** concerning these schools was collected straightaway from the primary sources i.e. Teachers, Students, and Administrators. The felt blanks were filled in by making on the spot observation. The data was rendered readable and meaningful by computing **Mean** and **Percentage** of each and every dimension.

With the objective of the study in view, **coefficient of contingency** was applied for ascertaining association between Cost of Education and Academic Performance. In order to make a comparison between the two types of **schools t-value** and **Chi-square** were also calculated.

The data was computed to understand the impact of Cost in descending order on performance across the table without any reference to as also with reference to the types of schools. Secondly, impact of Cost was ascertained in totality i.e. the two Costs put together as well as with reference to the types of cost: Private Cost (fee etc. as paid to the schools and the expenditure on non-fee items) and the Institutional Cost (recurring and non-recurring expenditure).

Major **findings** of the study are as under-

Private Schools are by enlarge costlier for the parents whereas the Government Aided Schools, which are less costly for the parents but are more costly for the establishment.

Secondly, expenditure (non-fee items) made by parents over and above school demand exceeds the amount, which is paid to schools straightaway.

Thirdly, major part of the Institutional expenditure of recurring nature is spent on payment of salary. In Private Schools, on expenditure all other items expenditure is almost insignificant whereas in Government Aided Schools expenditures on other items despite being insignificant are relatively more.

Fourthly, the Private Schools have, on the whole a significant edge over Government Aided Schools in terms of both quality and quantity of the Performance.

Fifth, the Cost factor does not emerge as the exclusive determinant of the Student's Performance although it does have a considerable bearing upon the overall Output / Performance. In addition, it has been found that School Building and Infrastructure, available Facilities and Amenities, School Discipline that encompasses Students, Teachers and the Head of Schools, the Socio-economic Status of Student's Parents and overall School Environment carry considerable weight in determining the Student's Performance. To the list of determinants may be added Teacher's qualifications, experience and methods of teaching as also Teacher-pupil ratio. Interaction between Parents and Schools had considerable impact on the Performance in addition to and along with the Cost of either type.

The significant thing about the Cost and related aspects is that that it is not the mere volume of Cost or the quantum of the expenditure but also and more importantly are the ways expenditure was made, particularly the proportionate share of the specific items of expenditure (such as teaching-learning material) that mattered the most. In nutshell, systematic and organized planning coupled with efficacy of overall administration seems to have carried more weight than the mere Cost and Expenditures.

Finally, the Muslim Managed Secondary 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.