CHAPTER-V

SUMMARY, FINDINGS AND CONCLUSIONS

5.1 INTRODUCTION:

In India, education is mainly provided by the public sector, with control and funding coming from three levels: federal, state, and local. The Indian Government lays emphasis on free and compulsory education up to the age of fourteen years. The Indian government has also banned child labour in order to ensure that the children do not enter unsafe working conditions. However, both free education and the ban on child labour are difficult to enforce due to economic disparity and social conditions. 80% of all recognized schools at the Elementary Stage are being run or supported by the Government, making it the largest provider of education in the Country. However, due to shortage of resources and lack of political will, this system suffers from massive gaps including high pupil teacher ratios, shortage of infrastructure and poor level of teacher training. Education has also been made free for children for 6 to 14 years of age or up to class VIII under the Right of Children to Free and Compulsory Education Act 2009

According to the Sarchar Committee report, the literacy rate among Muslims in 2001 was 59.1 per cent, far below the national average of 65.1%. In urban areas, Muslim literacy rate stands at 70.1 per cent, while the national average is 79.9 per cent. That is a gap of 9.8 per cent, almost 10 per cent. The Muslim literacy rate in rural India is 52.7 per cent.

According to statistics based on State Minorities Welfare Department Report, National Sample Survey, Government of India, Muslims in the state of Andhra Pradesh are 8.5% of the total population. Education among the Muslims in the state is very low. only 4.54 percent of them study in government ITIs. 10.75 percent Muslims study in private/minorities ITIs. Just 3.3 percent are enrolled in polytechnics. 6.42 percent of Muslims are in junior colleges (Intermediate), 5.63 percent of them are in Degree Colleges, 5.9 percent in Medical Colleges, 1.05 percent in Engineering Colleges, 4.3 percent in postgraduate colleges.
Presently Muslims in comparison to the other communities in the country are almost proportionally equal in the pursuit of modern education but still Muslims lack behind in terms of the acquisition of professional and technical education. The admission to these courses requires competition, where Muslims generally are not up to the mark in competing with the other community. It is a matter of reality that Muslims have far below representation proportionately in a composition for professional and technical courses. In other words there are fewer Muslims, in respect of their proportion, appearing for such courses. Thereby fair competition generating fair results do not allow the Muslim ration to grow rather their percentage comes to such levels where even the single Muslim fails to occupy a seat because of the un-proportionally unequal competition. This is one of the major logical reasons of Muslim educational backwardness.

Educational administration is a process that includes the combined operation of a large number of persons whereby the whole fabric of education in the country is maintained in good working condition. It is the process of utilising appropriate materials in such a way as to promote effectively the development of human qualities. It includes all those techniques and procedures employed in operating the educational organisation in accordance with established policies.

The term educational administration, due to variation in usage indicates different level and types of application of management to educational problems and situations. In its broadest sense, it applies to the full range of administrative control in education, ranging from classroom operation, school management, administration of educational institutions and programmes in a locality to the control of educational policy of a nation as a whole. Educational administration, in a narrower sense, refers to the operations of the services.

Education of the minorities is one of those areas which have been perceived as an area of significance for some time. (Buch, 1997). Moreover, Minority education acquires a special significance in a democratic country like India, which has a substantial minority population. on the other hand, research in Educational Administration in the Indian areas is, in fact, no more than a few decades old. The first doctoral dissertation in the field of Educational Administration, as reported by
Srivastava (1985) appeared only in 1951. But ever since Desai Bombay), Mukherjee (Lucknow) and Shah (Bombay) submitted their thesis in 1951, there has been a steady progress in doctoral research in the area of Educational Administration.

School Education in Andhra Pradesh is offered through a number of state run and private schools. The State is doing significant work to improve educational scenario at primary level and facilitate primary education to all levels of society. Education in Andhra Pradesh is made free for all students at the primary level. The increase in the literacy rate over the past few years indicates that the initiatives taken by the state government have been found productive. Schools in Andhra Pradesh are either affiliated to the state board or Central Board of Secondary Education CBSE or ICSE. Muslim minority run schools are given a scant attention.

A bird’s eye view of the history of education in India in general and Andhra Pradesh in particular is evidence that the administration of Muslim minority institutions is in state of fermentation. Further, it is still in embryonic stage. Thus, much time has been elapsed and this warrant to take an in depth study and suggest strategies for successful administration of Muslim Minority Schools in Andhra Pradesh.

**RESEARCH OBJECTIVES:**

1. To study the administrative pattern of Primary Schools in Andhra Pradesh with special reference to minority Institutions in Hyderabad District.

2. To investigate into the perceptions of Deputy Inspectors of Schools with regard to the administration of Minority Institutions managed by Muslims in Hyderabad District.

3. To find out the opinions of Heads of Institutions on the administration of Muslim Minority Institutions in Hyderabad District.

4. To appraise the perceptions of Muslim students studying in Minority Institutions with special reference to the functioning of Primary Schools in Hyderabad District.

5. To Study the impact of Muslim minority Institutions on the academic achievement of students at the Primary level.
OPERATIONAL DEFINITIONS:

The word, administration means ‘to serve’, ‘to manage’ and ‘to join’. In other words, administration is a sort of service being rendered for educating an individual. It is a method of tending to or managing the affairs of some group of people. In the present context, administration refers to the management of Muslim minority Primary schools in Hyderabad District.

In the present context institutions refer to the primary schools of Muslim Minorities in the District of Hyderabad, State of Andhra Pradesh.

LIMITATIONS OF THE RESEARCH:

1. The area of investigation was restricted to study the administration Muslim minority Primary schools in Hyderabad District in the State of Andhra Pradesh.
2. Owing to paucity of time, the study was limited to study the perceptions of Deputy Inspectors of Schools, Heads of Institutions as well as Students of Muslim Minority Institutions.
3. The researcher has confined the investigation to study the perceptions of the clientele at the Primary level.

RESEARCH METHODOLOGY:

The universe of the present study consists of the State of Andhra Pradesh. The sample constitutes Twenty Deputy Inspectors of Schools; one hundred Heads of Institutions and Five hundred Muslim Minority Students.
TOOLS DEVELOPED FOR THE RESEARCH:

IV. QUESTIONNAIRE FOR THE DEPUTY INSPECTOR OF SCHOOLS (DY IOs):

Accordingly a questionnaire for Deputy Inspector of Schools was developed and it consists of two parts.

Part- A: consists of ten questions, seeking personal information, which includes personal profile like, name, qualifications, gender, address of their office, total number of School under their jurisdiction, total number of students in minority institutions, and their role in upliftment of minority students.

Part- B: Its fundamental purpose is to test the perceptions of administrators at the primary level. It comprises (15 statements related to the administration and management of minority Institutions.

V. QUESTIONNAIRE FOR HEADMASTERS:

A questionnaire for Headmasters of Primary Schools of Minority Institutions was developed and it consists of two parts.

Part- A: Consists of ten questions, seeking personal information, which includes personal profile like, name, qualifications, gender, and address of their school, total number of faculty and students, year of establishment of the Institution, government funded or purely private Institution.

Part- B: Its fundamental purpose is to assess the perceptions of Headmasters at the primary level. It comprises three components viz, infrastructural facilities, academic facilities and Community participation.

VI. QUESTIONNAIRE FOR STUDENTS:

A questionnaire for Students studying in Primary Schools of Minority Institutions was developed and it consists of two parts.

Part- A: Consists of ten questions, seeking personal information, which includes personal profile like, name, class, gender, and address of their school, their likes and dislikes.
Part- B: Its fundamental purpose is to assess the perceptions of Students at the primary level. It comprises thirty statements, based on their classrooms, teachers and their Headmasters.

All the questionnaires were administered to the Deputy Inspectors of Schools, Headmasters and the Students. Suitable statistical techniques like Microsoft excel package and SPSS (Statistical Package for Social Sciences) 16.0 were employed to analyze the data and draw inferences through Chi-square test.

5.2 MAJOR FINDINGS OF THE RESEARCH:

The major findings revealed by statistical data of the present study are:

I. DEPUTY INSPECTOR OF SCHOOLS:

1. A good majority of the respondents (60%) agreed that every minority Institution is covered by one visit, one follow up visit and a surprise visit.

2. With respect to maintenance of monthly visits charts a good number (45%) of the sample strongly agreed.

3. As per organization of school complex programmes every month, a good majority of the sample (30%) strongly disagreed.

4. A good majority of the sample (35%) agreed to the statement that they conduct Teacher association meetings every month.

5. Providing academic and professional support to teachers, a good majority of the sample (40%) agreed.

6. As per organization of demonstration lessons by teachers is concerned, a good majority of the sample (45%) agreed.

7. Assessing the quality in academic activities is concerned, a good majority of the sample (40%) strongly agreed.

8. Encouraging action research in every school was agreed by a good majority of the sample (45%).

9. As per preparing plans for reducing wastage and stagnation, an equal number of the sample (25%) either strongly agreed or agreed.
10. With regard to distribution of nationalized text books and uniform to schools in time is concerned, a good majority of the sample (45%) agreed.

11. With reference to effective implementation of mid-day meal scheme is concerned, a good majority of the sample (35%) agreed.

12. Organization of District Science fairs, sports meets, Scout rallies, educational weeks, a good majority of the sample (35%) agreed.

13. As per conducting of national and local festivals, a good majority of the sample (35%) disagreed.

14. Conducting exams peacefully was agreed by a good majority of the sample (40%) agreed another (25%) strongly agreed.

15. A good majority of the sample (40%) agreed that they maintain and upkeep school building and infrastructural facilities.

II. STUDENTS:

1) A great majority of the respondents (91.6%) opted very much their school.

2) A great majority (38.8%) preferred option by bus as the means of transport to their school.

3) A good majority of the sample (43.6%) preferred their school just for the reason it was famous.

4) A large majority of the sample (63.20%) confessed that they would score between 36-50 percent of marks in their examinations.

5) A good majority of the sample (73.6%) preferred always that they receive teacher’s encouragement.

6) A good number of respondents (45.6%) agreed and another (35.2%) strongly agreed to the statement that classrooms are spacious.

7) A good number of the sample (42.8%) agreed and another (30.6%) strongly agreed that their classrooms are sufficiently ventilated.
8) With regard to the statement that classrooms have sufficient seating arrangements, a good majority of the sample (4.08%) strongly agreed supported by another good number of respondents (28.6%) agreed to it.

9) Every class room has a fan and lighting arrangements was disagreed by a good majority of the sample (38.6%) and another (31.6%) disagreed.

10) As per availability of safe drinking water facilities are concerned, a good majority of the sample (40.2%) strongly disagreed and another (28.2%) disagreed.

11) With regard to the statement, storage facilities for drinking water existing is concerned, a good number of respondents (44.8%) strongly disagreed, followed by (30.2%) disagreed.

12) As per availability of bathroom facilities are concerned, a good number of respondents (33.6%) strongly agreed and a quarter of the sample (25.4%) agreed.

13) The existence of toilet facility was agreed by a good majority of the sample (38.4%) and supported by another (26.8%) as strongly agreed.

14) As per enough playground is available, a good majority of the sample (36.6%) strongly disagreed and another (15.2%) disagreed.

15) Regarding the availability of play material a good majority of the sample (47.2%) strongly disagreed and another quarter of the sample (25.4%) disagreed.

16) With regard to a good library in the school, a good majority of the sample (36.8%) and (33.8%) strongly agreed and agreed.

17) As per the use of educational TV in the school, a good majority of the sample (36.6%) and (24.2%) strongly disagreed and disagreed

18) With regard to displaying of radio lessons frequently, a good majority of the sample (29.8%) and another (24.2%) strongly disagreed and disagreed.

19) All classes are fitted with a good black board was strongly agreed by a good majority (29.2%) of the sample and another (23.4%) agreed.
20) The statement Special Needs Children are studying in their classes was disagreed by a good majority of the sample (42.2%) and strongly disagreed by another good number (37.2%) of the sample.

21) It can be inferred from the table that a good number of respondents (53.8%) strongly disagreed and another (21.2%) disagreed, to the statement that teachers are regular to their classes.

22) A good number of the sample (36.6%) strongly agreed and another (29.8%) agreed that teachers for all subjects are available.

23) With regard to the statement that Teachers use color chalk to explain importance points, a good majority of the sample (37.8%) disagreed supported by another good number of respondents (28.6%) strongly disagreed.

24) Teacher use audio visual aids was the statement strongly disagreed by a good majority of the sample (36.4%) and another (29.4%) disagreed.

25) For the statement that teachers finish the syllabus in the stipulated time, a good majority of the sample (33.4%) strongly agreed and another (29.8%) agreed, whereas, (18.8%) disagreed.

26) With regard to the statement teachers conduct tests/exams and give us marks in time, a good number of respondents (37.8%) strongly disagreed.

27) As per the regular supervision of the classes by the Headmaster, a good number of respondents (35.6%) disagreed and another (29.2%) strongly disagreed.

28) The Headmaster maintains cordial relationship with parents was strongly agreed by a good majority of the sample (36.4%) and supported by another (36.4%) as agreed.

29) Headmaster always present in the morning assembly was agreed by a good majority of the sample (49.4%) supported by another (19.6%) as strongly agreed.

30) Headmaster insists parents to participate in all programmes of the school was agreed by a good majority of the sample (33.8%) followed by another (26.6%) strongly agreed.
31) Co-curricular and extra-curricular activities are conducted on regular basis was agreed by a good majority of the sample and another (28.4%) strongly agreed.

32) Mid-day meal is regularly implemented was strongly disagreed by a good majority of the sample (35.2%) followed by another (29.6%) disagreed.

33) National and local festivals are organized in the school on regular basis was agreed and strongly agreed by almost an equal number of respondents (36.2%) and (33.4%).

34) As per the experts are invited for all school programmes, a good majority of the sample (35.4%) and (33.6%) strongly disagreed and disagreed.

35) The school achieves good results every year was agreed by a good number of respondents (37.4%) and (28.8%) strongly agreed.

III. HEADMASTERS:

A) INFRASTRUCTURAL FACILITIES:

1) As per the availability of sufficient rooms are concerned, a good majority of the sample (32.0%) agreed.

2) All rooms are fitted with doors and windows was the statement agreed by a good majority of the sample (38.0%) and another (16.0%) strongly agreed.

3) In another statement, all rooms have enough ventilation, a good majority of the sample (36.0%) strongly agreed while (28.0%) strongly agreed. At the same time, (26.0%) disagreed and (6.0%) strongly disagreed, whereas, just a simple number (4.0%) could choose undecided.

4) Space for learning activities is enough was the statement was agreed by (32.0%) of the sample. Interestingly, an equal number of sample (24.0%) each either strongly agreed or disagreed, while another (12.0%) strongly disagreed, whereas, (8.0%) of the sample selected undecided.

5) More than half of the sample (52.0%) strongly agreed another (22.0%) agreed to the statement that safe drinking water facilities are available. on the other hand,
(12.0%) strongly disagreed and (8.0%) disagreed, while (6.0%) could vote for undecided factor.

6) Regarding the existence of storage facilities for drinking water a good number of respondents (42.0%) agreed and another (38.0%) strongly agreed. Further, a simple majority of the sample (16.0%) disagreed followed by another (4.0%) strongly disagreed. Surprisingly, none of them could opt for undecided.

7) Availability of bath room facilities was the statement agreed and strongly agreed by a good majority of the sample (36.0%) and (24%) respectively. At the same time, a little majority of them (26.0%) and (10.0%) disagreed and strongly disagreed.

8) Toilet facility is existing was the statement agreed by a good majority of the sample (44.0%) and another (26.0%) strongly agreed. Contrary to this, a simple sample (16.0%) disagreed and another (14.0%) strongly disagreed, while, none of them could go for undecided option.

9) Enough Playground is available was the statement strongly agreed by a good majority of the sample (36.0%) and another (26.0%) agreed. Contrary to this, a simple sample (22.0%) agreed and another (16.0%) strongly agreed. Surprisingly, none of them opted undecided.

10) The availability of play material was the statement strongly agreed by a good majority of the sample (26.0%). Further, an equal number of respondents (24.0%) each agreed and disagreed. Just a meager number (4.0%) preferred undecided.

11) Special Needs Children (SNC) are provided with ramps was the statement disagreed by a good majority of the sample (38.0%); followed by another (16.0%) strongly disagreed. Further, a simple number (24.0%) strongly agreed and another (18.0%) agreed Just a meager number (4.0%) preferred undecided.

12) School has a good library was the statement strongly agreed by a good majority of the sample (38.0%) and another (24.0%) agreed

13) Educational Television is used in the School was the statement strongly disagreed by a good majority of the sample (28.0%) and another (20.0%) disagreed.
14) Radio lessons are frequently displayed was the statement strongly disagreed by a good majority of the sample (38.0%) and another (36.0%) disagreed.

15) Every class is fitted with a good black board was the statement agreed by a good majority of the sample (38.0%) and another (26.0%) strongly agreed.

16) Electricity is available in all class rooms was the statement agreed by a good majority of the sample (44.0%) and another (22.0%) strongly agreed.

17) All rooms are fitted with fluorescent bulbs was the statement strongly agreed by a good majority of the sample (32.0%) and another (24.0%) agreed.

18) Fans are fitted in all class rooms was the statement strongly disagreed by a good majority of the sample (44.0%) and another (32.0%) disagreed.

19) School has a compound wall was the statement strongly agreed by a good majority of the sample (38.0%) and another (32.0%) agreed.

B) ACADEMIC FACILITIES:

1) In a statement that teachers attend to their duties regularly was agreed and strongly
   Agreed by almost an equal number of respondents (38.0%) and (32.0%).

2) Teachers take the classes without fail was the statement agreed by a good majority of the sample (44.0%) and strongly agreed (24.0%).

3) The availability of teachers for all subjects was the statement agreed by a good majority of the sample (38.0%) and another (8.0%) strongly disagreed.

4) All teachers are trained was disagreed by a good number of respondents (32.0%) and another (18.0%) strongly disagreed.

5) All teachers are put up with in-service experience was agreed by a good number of respondents (32.0%) and another (28.0%) strongly agreed.

6) All teachers had the ability to develop and use of Teaching learning Material (TLM) was agreed by a good number of respondents (38.0%) and another (34.0%) strongly agreed.

7) Teachers finish the syllabus in the stipulated time was the statement agreed by a good number of respondents (42.0%) and another (28.0%) strongly agreed.

8) All teachers are put up with in-service experience was agreed by a good number of respondents (32.0%) and another (28.0%) strongly agreed.
9) CLAP Programmes is good for qualitative improvement was agreed by a good number of respondents (36.0%) and another (26.0%) strongly agreed.
10) IEP are existing in schools was strongly agreed by a good number of respondents (38.0%) and another (22.0%) agreed.
11) Badi Bata Programmes encourages the drop outs rejoining in the regular school was strongly disagreed by a good number of respondents (32.0%) and another (26.0%) disagreed.
12) Pantanoshthsavam Programmes encourages the students to read well was strongly disagreed by a good number of respondents (38.0%) and another (34.0%) disagreed.
13) Chaduvulapanduga Programmes existing was disagreed by a good number of respondents (42.0%) and another (28.0%) disagreed.
14) School Assembly is organized regularly was strongly agreed by a good number of respondents (40.0%) and another (24.0%) agreed.
15) School Assembly crates discipline among students was strongly agreed by a good number of respondents (38.0%) and another (36.0%) agreed.
16) Tele –learning is taking place regularly was disagreed by a good number of respondents (38.0%) and another (32.0%) strongly disagreed.
17) Specific time is allotted for radio lessons was the statement strongly disagreed by a good number of respondents (36.0%) and another (32.0%) disagreed.
18) Post Box is being utilized effectively was the statement strongly disagreed by a good number of respondents (44.0%) and another (38.0%) disagreed.
19) Notice Board is being displayed every day was the statement strongly agreed by a good number of respondents (36.0%) and another (32.0%) agreed.
20) Mid-day meal is regularly implemented was the statement strongly disagreed by a good number of respondents (44.0%) and another (38.0%) disagreed.
21) Mid-day meal is attracting more number of students was the statement strongly disagreed by a good number of respondents (32.0%) and another (36.0%) disagreed.
22) Question papers are set keeping in view the competencies of students was the statement agreed by a good number of respondents (32.0%) and another (24.0%) agreed.
23) Students are getting good results was the statement agreed by a good number of respondents (38.0%) and another (36.0%) strongly agreed.
C) COMMUNITY’S PARTICIPATION:

1. Parent Teacher Association (PTA) is existing in the school was strongly agreed by a good majority of the sample (38.0%) and another (34.0%).

2. Parents participate in all school programmes was the statement strongly disagreed by a good majority of the sample (38.0%) and another (32.0%) disagreed.

3. Parents are extending their support for school development was disagreed by a good majority of the sample (42.0%) and another (36.0%) strongly disagreed.

4. Co-curricular and extra-curricular activities are helping students to develop a positive attitude was the statement agreed by a good majority of the sample (38.0%); followed by another (26.0%) strongly agreed.

5. Parents are encouraging their wards to complete the given home work was strongly disagreed (36.0%) and another (32.0%) disagreed.

6. Parents are extending their full support to the Head of Institution was agreed by a good majority of the sample (32.0%) followed by another (28.0%) strongly agreed.

7. Eminent leaders/Educationists are invited for all school programmes were agreed by a good majority of the sample (36.0%) and another (24.0%) strongly agreed.

8. In a statement parents are extending their financial support for additional class rooms in the school was strongly disagreed by a good majority of the sample (44.0%) followed by another (36.0%) disagreed.

9. In another statement that teachers and Parents have cordial relationships was agreed by a good majority of the sample (38.0%) and another (34.0%) strongly agreed.

10. Parents encourage their wards to participate in Quiz/Essay Writing/Elocution/Sports and Games was the statement disagreed by a good majority of the sample (42.0%) and another (28.0%) strongly disagreed.

11. National and local festivals are organized in the school was the statement agreed by a good majority of the sample (38.0%) and another (22.0%) strongly agreed.
12. Students are rewarded by the community in recognition of their performance was agreed by a good majority of the sample (32.0%) and another (24.0%) of the sample strongly agreed.

5.3 DISCUSSION AND CONCLUSIONS:

Before drawing a curtain on this study it is appropriate to say that this investigation has showed a set of consistent findings and gleaned much from Administration of Primary schools for minority Muslims and its contribution towards in enhancement of quality education is outlined. The research questions set forth to be examined are discussed and presented as follows:

1. The Deputy Inspectors of Schools are significantly not aware of their duties and responsibilities towards the administration of Primary schools for Muslim minorities in Hyderabad District of the State of Andhra Pradesh.

Undeniably, the research established that there were a lot of contributing factors in respect of the administration of Primary Schools of Muslim minorities by the Deputy Inspectors of schools in Hyderabad in the State of Andhra Pradesh.

The major findings of the present investigation mirror the role and responsibilities of Deputy Inspector of schools in implementing various programmes meant for Minority welfare. To cite a few instances, a majority of the respondents (60%) agreed that every minority Institution is covered by one visit, one follow up visit and a surprise visit; with respect to maintenance of monthly visits charts a good number (45%) of the sample strongly agreed;

on the other hand, as per organization of school complex programmes every month, a good majority of the sample (30%) strongly disagreed; a good majority of the sample (35%) agreed to the statement that they conduct Teacher association meetings every month; providing academic and professional support to teachers, a good majority of the sample (40%) agreed; as per organization of demonstration lessons by teachers is concerned, a good majority of the sample (45%) agreed; assessing the quality in academic activities is concerned, a good majority of the sample (40%) strongly agreed; encouraging action research in every school was agreed by a good majority of the sample (45%); as per preparing plans for reducing
wastage and stagnation, an equal number of the sample (25%) either strongly agreed or agreed; with regard to distribution of nationalized text books and uniform to schools in time is concerned, a good majority of the sample (45%) agreed; with reference to effective implementation of mid-day meal scheme is concerned, a good majority of the sample (35%) agreed;

organization of District Science fairs, sports meets, Scout rallies, educational weeks, a good majority of the sample (35%) agreed; as per conducting of national and local festivals, a good majority of the sample (35%) disagreed; conducting exams peacefully was agreed by a good majority of the sample (40%) agreed another (25%) strongly agreed and a good majority of the sample (40%) agreed that they maintain and upkeep school building and infrastructural facilities.

Thus, it can be concluded that the Deputy Inspectors of Schools are very much aware of their responsibilities in the effective administration of Muslim Primary Schools in Hyderabad District of Andhra Pradesh.

Thus, the hypothesis framed is rejected, as per the findings of this investigation.

2. There is a significant difference in the perceptions of the Heads of Institutions with regard to administration of Primary schools for Muslim minorities.

It was disclosed from the present investigation that the Heads of Institutions had a robust confidence and positive perceptions with regard to administration of Primary Schools for Muslim minorities.

This is evident as per the infrastructural facilities are concerned the Heads of Institutions had expressed that: the availability of sufficient rooms in the schools(32.0%); all rooms are fitted with doors and windows was the statement agreed by a good majority of the sample (38.0%) and another (16.0%) strongly agreed; all rooms have enough ventilation, a good majority of the sample (36.0%) strongly agreed while (28.0%) strongly agreed; space for learning activities is enough was the statement was agreed by (32.0%) of the sample; an equal number of sample (24.0%) each either strongly agreed or disagreed, while another (12.0%) strongly disagreed, whereas, (8.0%) of the sample selected undecided; more than
half of the sample (52.0%) strongly agreed another (22.0%) agreed to the statement that safe drinking water facilities are available; regarding the existence of storage facilities for drinking water a good number of respondents (42.0%) agreed and another (38.0%) strongly agreed; availability of bath room facilities was the statement agreed and strongly agreed by a good majority of the sample (36.0%) and (24%) respectively; toilet facility is existing was the statement agreed by a good majority of the sample (44.0%) and another (26.0%) strongly agreed; enough Playground is available was the statement strongly agreed by a good majority of the sample (36.0%) and another (26.0%) agreed; the availability of play material was the statement strongly agreed by a good majority of the sample (26.0%); Special Needs Children (SNC) are provided with ramps was the statement disagreed by a good majority of the sample (38.0%); followed by another (16.0%) strongly disagreed; School has a good library was the statement strongly agreed by a good majority of the sample (38.0%) and another (24.0%) agreed; educational Television is used in the School was the statement strongly disagreed by a good majority of the sample (28.0%) and another (20.0%) disagreed; Radio lessons are frequently displayed was the statement strongly disagreed by a good majority of the sample (38.0%) and another (36.0%) disagreed; every class is fitted with a good black board was the statement agreed by a good majority of the sample (38.0%) and another (26.0%) strongly agreed; electricity is available in all class rooms was the statement agreed by a good majority of the sample (44.0%) and another (22.0%) strongly agreed; all rooms are fitted with fluorescent bulbs was the statement strongly agreed by a good majority of the sample (32.0%) and another (24.0%) agreed; fans are fitted in all class rooms was the statement strongly disagreed by a good majority of the sample (44.0%) and another (32.0%) disagreed; and school has a compound wall was the statement strongly agreed by a good majority of the sample (38.0%) and another (32.0%) agreed.

As per the perceptions of Heads of institutions with regard to academic facilities a good number of respondents (38.0%) strongly agreed and another (32.0%) agreed that teachers attend their duties regularly; Teachers take the classes without fail was the statement agreed by a good majority of the sample (44.0%) and strongly agreed
(24.0%); The availability of teachers for all subjects was the statement agreed by a
good majority of the sample (38.0%) and another (8.0%) strongly disagreed; All
teachers are trained was disagreed by a good number of respondents (32.0%) and
another (18.0%) strongly disagreed; all teachers are put up with in-service experience
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agreed; all teachers had the ability to develop and use of Teaching learning Material
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every day was the statement strongly agreed by a good number of respondents
(36.0%) and another (32.0%) agreed; Mid-day meal is regularly implemented was the
statement strongly disagreed by a good number of respondents (44.0%) and another
(38.0%) disagreed; Mid-day meal is attracting more number of students was the statement strongly disagreed by a good number of respondents (32.0%) and another (36.0%) disagreed; Question papers are set keeping in view the competencies of students was the statement agreed by a good number of respondents (32.0%) and another (24.0%) agreed; and students are getting good results was the statement agreed by a good number of respondents (38.0%) and another (36.0%) strongly agreed. It can be deduced that the perceptions of Heads of Institutions do not differ significantly.

**Hence, the hypothesis is accepted.**

3. The attitudes of the community are significantly different towards the school.

It is also evident from the research that Parent Teacher Association (PTA) is existing in the school was strongly agreed by a good majority of the sample (38.0%) and another (34.0%); parents participate in all school programmes was the statement strongly disagreed by a good majority of the sample (38.0%) and another (32.0%) disagreed; Parents are extending their support for school development was disagreed by a good majority of the sample (42.0%) and another (36.0%) strongly disagreed; Co-curricular and extra-curricular activities are helping students to develop a positive attitude was the statement agreed by a good majority of the sample (38.0%) ; followed by another (26.0%) strongly agreed; Parents are encouraging their wards to complete the given home work was strongly disagreed (36.0%) and another (32.0%) disagreed; Parents are extending their full support to the Head of Institution was agreed by a good majority of the sample (32.0%) followed by another (28.0%) strongly agreed; Eminent leaders/Educationists are invited for all school programmes was agreed by a good majority of the sample (36.0%) and another (24.0%) strongly agreed; parents are extending their financial support for additional class rooms in the school was strongly disagreed by a good majority of the sample (44.0%) followed by another (36.0%) disagreed; teachers and Parents have cordial relationships was agreed by a good majority of the sample (38.0%) and another (34.0%) strongly agreed; Parents encourage their wards to participate in Quiz/Essay Writing/Elocution/Sports and Games was the statement disagreed by a good majority of the sample (42.0%) and another (28.0%) strongly disagreed; National and local festivals are organized in the school was the statement agreed by a good majority of the sample (38.0%) and
another (22.0%) strongly agreed and Students are rewarded by the community in recognition of their performance was agreed by a good majority of the sample (32.0%) and another (24.0%) of the sample strongly agreed.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Null Hypothesis</th>
<th>Test</th>
<th>Significance</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Communities participation in social activities</td>
<td>Independent sample Mann Whitney U test</td>
<td>.014</td>
<td>Reject the null hypothesis</td>
</tr>
</tbody>
</table>

It is evident from the table that community’s participation in social activities of the school, in fact, doesn’t significantly differ. **Hence, the hypothesis is rejected.**

4. The perceptions of the students in the Primary Schools earmarked for the Muslim Minorities are significantly differ with regard academic success of students.

The piece of investigation explicitly revealed that a majority of the sample candidly confessed that the schools meant for the minority students are striving their level best for enhancement of their academic success. It is evident from the fact that the students have expressed their immense satisfaction to be placed in such institutions.

Among the many evidences, it can be stated that a great majority of the respondents (91.6%) opted very much their school; a great majority (38.8%) preferred option by bus as the means of transport to their school; a good majority of the sample (43.6%) preferred their school just for the reason it was famous; a large majority of the sample (63.20%) confessed that they would score between 36-50 percent of marks in their examinations; a good majority of the sample (73.6%) preferred always that they receive teacher’s encouragement; a good number of respondents (45.6%) agreed and another (35.2%) strongly agreed to the statement that classrooms are spacious; a good number of the sample (42.8%) agreed and another (30.6%) strongly agreed that their classrooms are sufficiently ventilated; with regard to the statement that classrooms have sufficient seating arrangements, a good majority of the sample (4.08%) strongly agreed supported by another good number of respondents (28.6%) agreed to it; every class room has a fan and lighting arrangements was disagreed by
a good majority of the sample (38.6%) and another (31.6%) disagreed; as per availability of safe drinking water facilities are concerned, a good majority of the sample (40.2%) strongly disagreed and another (28.2%) disagreed; With regard to the statement, storage facilities for drinking water existing is concerned, a good number of respondents (44.8%) strongly disagreed, followed by (30.2%) disagreed; as per availability of bathroom facilities are concerned, a good number of respondents (33.6%) strongly agreed and a quarter of the sample (25.4%) agreed; the existence of toilet facility was agreed by a good majority of the sample (38.4%) and supported by another (26.8%) as strongly agreed; as per enough playground is available, a good majority of the sample (36.6%) strongly disagreed and another (15.2%) disagreed; regarding the availability of play material a good majority of the sample (47.2%) strongly disagreed and another quarter of the sample (25.4%) disagreed; With regard to a good library in the school, a good majority of the sample (36.8%) and (33.8%) strongly agreed and agreed; as per the use of educational TV in the school, a good majority of the sample (36.6%) and (24.2%) strongly disagreed and disagreed; with regard to displaying of radio lessons frequently, a good majority of the sample (29.8%) and another (24.2%) strongly disagreed and disagreed; all classes are fitted with a good black board was strongly agreed by a good majority (29.2%) of the sample and another (23.4%) agreed; the statement Special Needs Children are studying in their classes was disagreed by a good majority of the sample (42.2%) and strongly disagreed by another good number (37.2%) of the sample; it can be inferred from the table that a good number of respondents (53.8%) strongly disagreed and another (21.2%) disagreed, to the statement that teachers are regular to their classes; a good number of the sample (36.6%) strongly agreed and another (29.8%) agreed that teachers for all subjects are available; with regard to the statement that Teachers use color chalk to explain importance points, a good majority of the sample (37.8%) disagreed supported by another good number of respondents (28.6%) strongly disagreed; teachers use audio visual aids was the statement strongly disagreed by a good majority of the sample (36.4%) and another (29.4%) disagreed; teachers finish the syllabus in the stipulated time, a good majority of the sample (33.4%) strongly agreed and another (29.8%) agreed, whereas, (18.8%) disagreed; teachers conduct
tests/exams and give us marks in time, a good number of respondents (37.8%) strongly disagreed;

As per the regular supervision of the classes by the Headmaster, a good number of respondents (35.6%) disagreed and another (29.2%) strongly disagreed; Headmaster maintains cordial relationship with parents was strongly agreed by a good majority of the sample (36.4%) and supported by another (36.4%) as agreed; Headmaster always present in the morning assembly was agreed by a good majority of the sample (49.4%) supported by another (19.6%) as strongly agreed; Headmaster insists parents to participate in all programmes of the school was agreed by a good majority of the sample (33.8%) followed by another (26.6%) strongly agreed; Co-curricular and extra-curricular activities are conducted on regular basis was agreed by a good a majority of the sample and another (28.4%) strongly agreed; Mid-day meal is regularly implemented was strongly disagreed by a good majority of the sample (35.2%) followed by another (29.6%) disagreed; National and local festivals are organized in the school on regular basis was agreed and strongly agreed by almost an equal number of respondents (36.2%) and (33.4%); the experts are invited for all school programmes, a good majority of the sample (35.4%) and (33.6%) strongly disagreed and disagreed; school achieves good results every year was agreed by a good number of respondents (37.4%) and (28.8%) strongly agreed.

<table>
<thead>
<tr>
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<th>Test</th>
<th>Significance</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Class room has sufficient seating arrangement</td>
<td>Independent sample Mann Whitney U test</td>
<td>.026</td>
<td>Reject the null hypothesis</td>
</tr>
<tr>
<td>2</td>
<td>Class room has fan and lighting arrangement</td>
<td>Independent sample Mann Whitney U test</td>
<td>.018</td>
<td>Reject the null hypothesis</td>
</tr>
<tr>
<td></td>
<td>Teachers are regular to the classes</td>
<td>Independent sample Mann Whitney U test</td>
<td>.041</td>
<td>Reject the null hypothesis</td>
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</tr>
<tr>
<td>4</td>
<td>Teachers use colour chalks to explain important points</td>
<td>Independent sample Mann Whitney U test</td>
<td>.031</td>
<td>Reject the null hypothesis</td>
</tr>
<tr>
<td>5</td>
<td>Mi-day meals is regularly implemented</td>
<td>Independent sample Mann Whitney U test</td>
<td>.048</td>
<td>Reject the null hypothesis</td>
</tr>
</tbody>
</table>

The table demonstrates that the **hypothesis is rejected** with regard to seating arrangements, lighting arrangements, teacher’s regularity, using of colored chalk and provision of mid-day meal.

### 5.4 IMPLICATIONS:

The findings of the present study are of practical as well as theoretical importance to the administrators of Muslim minority schools, students and departmental functionaries like Deputy Inspectors of schools.

As per the proceedings of the Director of School Education, Andhra Pradesh, vide Rc.No.1998/C2-1/96 dated 16.08.1996, the Deputy Inspector of School has to perform varied functions such as:

a) Academic Functions include inspections and visits; conduct of meetings and organizations of seminars and workshops and academic and innovative practices for improvement of quality education in Primary/Upper Primary Schools.

b) Administrative Functions include, opening of new primary schools, upgradation of Primary Schools, proposals for recognition of Primary/Upper Primary schools; enrolment and of educational statistics; preparation of budget; incentive schemes; supply of textbooks; implementation of mid-day meal scheme.
c) Adequacy functions include conducting examinations, science fairs, sports and games; celebrating national festivals; distribution of nationalized text books etc.

The present research has brought out the implications that the Deputy Inspectors of Schools has a profound role to play in enhancing the effectiveness of the administration of Muslim Minority Primary Schools.

This study, further, implies that Heads of Institutions in a minority Muslim Institution have a crucial role in administration of Primary schools especially meant for Muslim Minority students. It can be noted that the Head of the Institution has to build effective relationships with all stakeholders through excellent communication and interpersonal skills, taking and providing appropriate advice; monitor, evaluate and review classroom practice and promote improvement strategies; aim for outstanding standards of learning and teaching at all times; build a collaborative learning culture within the School and actively engage with other primary schools and other agencies to build effective learning communities; ensure this vision is clearly and effectively articulated, shared and understood. Translate this vision into agreed objectives and operational plans which will promote and sustain school improvement.

The present investigation has focused that primary education is mainly a learner-centered education, especially in the case of students pursuing education is Minority Institutions. Thus, the findings of the present study would assist Students pursuing primary education to have in depth knowledge of their school as well as their surroundings. It is said that the real strength of a nation depends not so much on its natural resources or on its uniformed men or on its military capabilities but rather on its students. They constitute the backbone of a nation as well as the pillar on which the national edifice is built. They are the real wealth of a nation. Thus, there is no doubt to the fact that, the future of any nation depends upon their students. They are the hope of tomorrow and the beacon of future for a nation. They have the great potential to make or break a nation. That is why every nation gives a lot of importance to students and their proper development. Students constitute the greatest asset of a nation.

Furthermore, these findings would also help Departments responsible for implementation of various policy matters, in providing a congenial atmosphere in making the minority schools good models by introducing rich inputs and varied devices of programmed learning to achieve a greater academic success.
Furthermore, **Policymakers and functionaries** at national, state, and local levels have to address the economic and cultural implications of education reform (Gordon, 1992). Adjust policies and resources so that conditions in Muslim Minority schools allow all children to develop higher order knowledge and proficiencies. Provide students with rich and challenging educational opportunities. Create professional development programs that improve teacher awareness of how local factors influence learning. Develop varied approaches to assessment and clear guidelines for interpreting results so that Muslim Minority schools are well administered.

It is encouraging to note from this investigation that in spite of some deficiencies in administration of Muslim Minority schools especially at Primary level, can yield wonderful results for quality in academic achievement especially in its administration Whatever may be the reasons; this is an important area of investigation, since it has implications for future researchers in exploring the less trodden areas in enhancing the effectiveness of administration of Primary schools run by Muslim Minority Institutions.

### 5.5 Suggestions for Further Research:

Further investigations may be focused on the following issues:

1. A similar study can be conducted with a large sample to have in depth knowledge of administration of Muslim Minority schools in the State of Andhra Pradesh.
2. There is a need to explore various learning Strategies and teaching styles adopted or implemented in Muslim Minority schools.
3. There is an urgent need to investigate into the policies and programmes earmarked for the upliftment of Muslim Minority institutions in the State of Andhra Pradesh.
4. A comparative study can be taken on Muslim Minority Institutions and other minority institutions in the State of Andhra Pradesh.
5. An investigation can be taken up on the perceptions of parents of students pursuing education in Muslim minority institutions.