CHAPTER IV

GOALS AND OBJECTIVES OF THE SAMPLING EDUCATIONAL INSTITUTIONS AND THEIR ACHIEVEMENT

Minority educational institutions have come a long way since the day of foundation stone of the Mohammedan Anglo-oriental College was laid by Lord Lytton on 8th January 1877. Said Sir Syed Ahmed Khan on that auspicious and happy occasion that “from the seed that we sow today there may spring up a mighty tree whose branches, like those of Banyan of the Soil, shall in their turn strike firm roots into the earth and themselves send forth new and vigorous saplings, that this college may expand into a University whose sons shall go forth through the length and breadth of the land to preach the Gospel of free inquiry, of large hearted toleration and of pure morality.”

How true Sir Syed was when he prophesied that one day the minorities of this great country would wake up from their deep slumber. He announced the birth of the Mohammedan Anglo Oriental College in such a way.

“Before the schools and colleges founded and endowed by private individuals, there have been others, built by sovereigns and supported by revenues of the State. But this is the first time in the history of Mohammedans of India that the college owes its establishment not to the charity or love of learning of one individual, not to the splendid patronage of a monarch but of the combined wishes and united efforts of the whole community”.

This is true of all minority educational institutions today. All of them owe their existence to the united efforts of the whole community and a great sacrifice of time and money, on the part of the people who belong to that particular community.

Thus, then such an institution is born does it not become obligatory on the people to whom the management of the institution passes on over the period of time, to see that the objectives and the goals for which the institution was founded are fulfilled and the institution is well managed and cared for.
Many minority educational institutions form a big chunk of the total educational institutions in our country and much of the burden of the State of running educational institutions has been taken over by such institutions run by different linguistic and religious minorities. Some of the educational institutions are working in such a way that they have become an example for the government institutions to follow. The government while appreciating the role of such institutions has given them some rights of administration but this does not mean that they also have a right to mal-administration. To streamline administration, the minority educational institutions are also bound by rules and regulations formed by the government. And it is the duty of these institutions to adhere to and act in accordance with these rules and regulations. Every educational institution has some set of goals and objectives, but such goals should be framed in accordance with the goals and objectives of the National education system. The educational institutions in the country may be managed by any group, sector or agency, but their every effort should be streamlined in the main stream for strengthening the National education system. Otherwise it will affect the general system of education of the country. As we observe the main features and goals of the National policy on education [1986], which is popularly known as the New Education Policy, in detail, we may find the two sets of goals viz.,

1. Goals and objectives related to personal needs and developments.
2. Goals and objectives related to social needs and developments.

Even the goals and objectives related to personal needs and developments are just the means to attain or strengthen the ultimate end of social needs and developments.

Character building of the students is the main subject of the National Education Policy. It is said that the character of an individual citizen is the character of a nation, which implies that the nation’s character is a reflection of the character of her people. If the character of the people is good, the national character will also be good and if it is bad, then the nation’s also will be bad. As we know a serious crises in the character of man is emerging in the modern world. Growing dissatisfaction, indiscipline, crippled behaviours, professional degeneration, restlessness, idleness and other socio-economic ills are only some of the symptoms of this problem. In the absence of a good foundation for the character, the future generation will only become victims of feeble intellect, uncontrollable
mind and growing indiscipline. The foundation of good character among the students and younger generation will act as a stimulator for intellectual growth, leadership and healthy life-styles. It is the highest motivating force in the human being and good character build at a tender age serves as the pillar of genuine excellence, industry, honesty and integrity in later life. In other words, good character inculcated among the students at home and school helps them to become men of industry, honesty, principles and men of genuine excellence. Martin Luther said with regard to good character that “the prosperity of a country depends not on the abundance of its revenue, not on the strength of its fortification nor on the beauty of its public buildings but it consists in the number of cultivated people, in its men of education, enlightenment and character”. Obviously, these inspiring words of Martin Luther are an eye opener to the present generation, particularly so in our age in which the number of such men are decreasing day by day.

The National Education Policy also directs that every educational institutions should try to convert the minds of the students into a living fountain of knowledge, rise up against any system of education that hinders the inner spirit and qualities of the students and most significantly the students who are passing out of the institutions should improve physically, intellectually, psychologically, socially, economically, culturally, morally and spiritually. It should be the earnest endeavor of all educational institutions to see that students possess these qualities.

In addition to these goals and objectives every attempt in every step of the National Education Policy has been made to strengthen the values like integrity and unity, secularism, democracy and scientific temper among every citizen of India. All operation in the system should contribute to strengthen communal harmony, National integration and international understanding. These are the main social goals of our National Educational Policy. The ultimate goals of the society have been beautifully enshrined even in the constitution of India, which envisages the justice, equality of status and opportunity, fraternity, the dignity of the individual unity and integrity of the nation and it enjoins the state of endeavor to promote all these qualities among all the citizens of India.
In the light of the above objectives and goals of our National Education System the researcher in this study has attempted to know what are the predetermined goals and objectives of sampling educational institutions, to what extent the national educational goals and objectives are adopted by the sampling educational institutions in their goals and objectives and whether these goals and objectives are stressed on academic aspects? If not, on which aspects the sampling educational institutions have stressed more and to what extent the sampling educational institutions have achieved their predetermined goals and objectives.

The sampling educational institutions have adopted their own set of goals and objectives as per the needs and demand of the situation in their respective areas. Some of the important goals and objectives of sampling educational institutions are furnished below:

4.1 The Main Aims And Objectives Of Sampling Educational Institutions:

1. Al-Ameen Educational Society, Bangalore, Bidar and Kolar.
   1. Elevate and uplift the social, educational, moral and cultural standards of Muslims in particular and the down-trodden and oppressed Indians in general by promoting useful education, so as to eradicate illiteracy, ignorance, superstition, poverty and moral degradation.
   2. To impart knowledge, scientific, cultural and technical, with a view to raise the economic, moral and ethical standards of the youths in this country.
   3. Prepare the students for competitive world and provide guidance for availability of employment and financial opportunity.
   4. To project a wide spectrum of educational activities centering around internationalism as focus of cross-cultural currents that will illuminate emerging trends in the best in culture.
   5. For the purposes aforesaid to establish and manage schools, colleges and other institutions for boys and girls at various centers and also to take over the management and maintenance of schools, colleges and other institutions now maintained by other authorities and organisations and run them for the purposes aforesaid.
6. To organise the collection and raising of necessary funds for the purposes of achieving the above object of the society in India and abroad and the doing of all such things as are incidental or conducive to the above objects or any of them.

7. To serve women, poor children and physically handicapped.

8. To affiliate such organisations and institutions, whose aims and objectives are similar to that of Al-Ameen Educational Society.

II. Khaja Education Society, Gulbarga.
1. To inculcate the value of education among girls.
2. To provide educational facilities for girls of Muslim community to achieve academic excellence.
3. To provide vocational and technical education.
4. Encourage and support the study of Islam in all its aspects with a view to its better understanding and promoting unity and co-operation among Muslims as well as Non-Muslim students.
5. Building up of the character of the students and develop broad outlook among the students.
6. Prepare the students for competitive world.

III Anjuman-E-Islam Education Society, Bijapur.
1. The spread of education and provide better educational facilities to achieve academic excellence.
2. Socio-religious upliftment of Muslims.
3. Building up of the character of the students.
4. To impart scientific technical knowledge with a view to raise the economic, moral, ethical standards of youths in this country.
5. To conduct the career guidance programme.

IV Anjuman-E-Islam Education Society, Dharawad.
1. To encourage and support the study of Islam in all its aspects with a view to its better understanding among Non-Muslims and promoting unity and co-operation among the Muslims.
2. To sponsor and participate in the celebrations of the important festivals of Islam.
3. To establish, manage and administer educational institution including institutions for imparting commercial, industrial, medical and technical and vocational training as well as training in arts and crafts.

4. To give special attention to the education of Muslim females.

5. Develop the good and healthy character among the students.

6. To start adult education classes for illiterate people.

7. To establish and manage libraries, reading rooms and student’s hostels.

8. To give financial and other assistance to the Muslim students and institutions.

9. To provide guidance and information with regard to employment opportunities, selection of careers, availability of financial and other assistance for setting up of small scale/home/cottage industries and other avenues of gainful self-employment.

10. To provide the self-measures, humanitarian service on the rehabilitation of individuals and families affected by the natural calamities or civil disturbances.

11. The institution of the Anjuman shall be opened to all Indian citizens irrespective of their caste, creed or community.

It may be noted from the above goals and objectives that the sampling educational institutions have concentrated more on academic aspects of the students such as to improve the academic excellence of the students by providing better educational facilities, to impart the scientific and technical knowledge and train the students for various competitive examinations.

The sampling educational institutions have also concentrated on some of the latest goals and objectives related to social needs and development, such as building up of the character of the students, attention towards the education of women, the upliftment of educational, social, cultural, moral standards of the people, provide useful education in order to eradicate illiteracy, ignorance, superstitions, poverty and moral degeneration that we predominantly find among the downtrodden Indians in general and Muslims in particular. But one of the important aspects here is except a few of the sampling educational institutions, a majority of them have not highlighted the most significant and ultimate objectives of our National Education Policy such as communal harmony,
secularism, democratic atmosphere, National integration and international understanding etc., in their institutional goals and objectives.

Generally we may observe from the goals and objectives of the sampling educational institutions that they have stressed more on the following aspects:

1. Provide better educational facilities to their students to achieve high academic excellence.
2. To provide useful education in order to eradicate illiteracy, ignorance and superstition among the Muslims.
3. To give special attention towards the education of Muslim women.
4. To provide vocational and technical education.
5. To prepare the students for competitive examinations.
6. Provide the guidance and information with regard to available employment, financial and other such opportunities.
7. Building up of the character of the students.
8. Encourage and support the study of Islam in all its aspects with a view to its better understanding and promoting unity and co-operation among Muslim as well as Non-Muslim students.

These are some of the predetermined general goals and objectives of the sampling educational institutions. An educational institution could be counted among the best administered and managed educational institutions only after the successful achievement of its predetermined goals and objectives and only such an institutions will be come morally eligible for the demand of certain rights. The institutions have to put their houses in order before they demand certain rights and concessions from the authorities concerned. Both rights and duties should go hand in hand. They are given the right and they have to perform their duties.

4.2 The Goals And Objectives Of Sampling Educational Institutions And Their Level Of Achievement:

The researcher in this study has attempted to know to what extent the sampling educational institutions are eligible for the demand of certain rights and to what extent they have achieved their predetermined goals and objectives.
The first important aspect of every educational institution is its location. A healthy geographical location of an educational institution plays a significant role in the better performance of its students. Hence the school/college must be located in a healthy geographical location, away from all sorts of dangers and disturbances. For a healthy geographical location every educational institution should follow certain norms. The main norms or qualities of ideal geographical location of educational institutions are as follows.

1. The school/college should be at a convenient place to all the students of the city.
2. It should have good school/college building with sufficient ventilation and lighting facility.
3. It should have a spacious campus.
4. There should be a school garden on the campus.
5. The school/college building should be away from all types of noise or sound pollution.
6. It should be away from liquor shops, cinema and drama theaters, clubs and market places.
7. It should be away from some dangerous places such as ponds, rivers, National High Ways, train tracks, etc.

The researcher in this study has categorised the sampling educational institutions in three categories as follows.

a. Educational institutions having good and healthy geographical locations.
b. Educational institutions having moderate geographical locations.
c. Institutions having poor geographical locations.

The Educational institutions which have more than 5 above-mentioned norms or qualities of ideal geographical location have been considered as good geographically located educational institution. If the institution has 4 to 5 above mentioned qualities of ideal geographical location the institution has been considered as moderate geographically located educational institution. Further, the educational institutions with only 3 and less than three above-mentioned qualities have been considered as poor geographically located educational institutions.

The information has been collected with regard to geographical location of sampling educational institutions and presented in table no. 4.1.
Table 4.1
The sampling educational institutions and their geographical location.

<table>
<thead>
<tr>
<th>SI No.</th>
<th>Type of geographical location</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Good and healthy geographical location</td>
<td>02</td>
<td>33.3</td>
</tr>
<tr>
<td>2</td>
<td>Moderate geographical location</td>
<td>02</td>
<td>33.3</td>
</tr>
<tr>
<td>3</td>
<td>Bad geographical location</td>
<td>02</td>
<td>33.3</td>
</tr>
</tbody>
</table>

As far as the geographical location of the sampling educational institutions is concerned, the above table reveals that [2] 33.3% of educational institutions are located at healthy and good geographical locations, [2] 33.3% of educational institutions are located at moderate geographical locations, whereas [2] 33.3% of the sampling educational institutions are located at very low level of geographical locations. The last mentioned institutions are just beside heavy traffic roads and surrounded by thickly populated market areas, well established hotels and shopping complexes, nearby cinema theaters and have much congested school/college campuses. Hence the students of these institutions are facing the problems of disturbances due to sound and air pollution. It is clear from the above discussion that the sampling educational institutions are equally distributed in all the three types of geographical locations.

Various Muslim organisations have been managing a number of schools and colleges all over the country. It may be observed that there has been steep decline in the standard of education in the country. And it is worse in minority educational institutions. This has been proved by many studies conducted all over the country. Hence there is an urgent need to establish minority educational institutions offering high standard of education comparable with the best available in the country. This will be possible only if these educational institutions are equipped adequately with essential facilities such as;

1. Building facilities with sufficient classrooms for all classes/sections as per the strength of the students.
2. Sitting arrangement with adequate furniture
3. Sufficient staff
4. Teaching aids in addition to black boards, maps, charts and globes.
5. Library with sufficient books written by renowned authors.
6. Laboratory facility.
7. Sufficient playground with minimum sports equipment
9. Better scope for other co-curricular activities
10. Free hostel facility.
11. Exhibition on current topics and conduct of tours and picnics.
12. Getting guest lecturers and experts in various fields for the benefit of the students.
13. N.C.C., N.S.S., Scouts and Guides units.
14. Free health check up camp.
15. Scholarship facility to the poor and gifted students in addition to government scholarships.
16. Canteen facility to the students and
17. Sanitary facilities.

These aspects determine the level of performance of the students in curricular as well as co-curricular activities. The first main objective of sampling educational institutions is to provide better educational facilities to students for achieving high academic excellence.

The researcher in this study has classified the sampling educational institutions into three groups based on the facilities provided by the institutions to their students, are as follows:

1. Educational institutions with low-level facilities: The institution, which has provided only 30% and less than 30% of the above mentioned facilities come under this category.

2. Educational institutions with moderate level facilities: The institution, which has provided between 30% and 60% of the above-mentioned facilities to their students are considered in the second category.
3. Educational institutions with high level facilities: This category of educational institutions provided more than 60% of the above mentioned facilities to their students.

The information has been collected and presented in the following table with regard to facilities provided by the sampling educational institutions to their students.

**Table 4.2**

The level of facilities provided to the students and the sampling educational institutions

<table>
<thead>
<tr>
<th>SI No</th>
<th>Level of facilities</th>
<th>No. of Institutions</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The educational institutions with low level facilities</td>
<td>03</td>
<td>50.0%</td>
</tr>
<tr>
<td>2</td>
<td>The educational institutions with moderate level facilities</td>
<td>02</td>
<td>33.3%</td>
</tr>
<tr>
<td>3.</td>
<td>The educational institutions with high level facilities</td>
<td>01</td>
<td>16.6%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>06</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The above table reveals that only [1] 16.6% of the sampling institutions provided high level facilities to their students such as building facility with sufficient class rooms for all classes/sections as per the strength of the students, sitting arrangement with adequate furniture, sufficient well qualified staff, teaching aids in addition to black-boards, maps, charts, globes, library with sufficient books written by renowned authors, well established laboratory, sufficient playground with minimum sports equipment, better organisation of sports and games, better scope for curricular, co-curricular activities, exhibition on current topic, getting guest lecturers and experts in various fields for the benefit of the students, N.C.C., N.S.S units, scholarship facility to the poor and gifted children other than government scholarships, canteen facility, annual health checkup camp etc. The only drawback of these institutions is that they do not have free hostel facility to the poor students. [2] 33.3% of the educational institutions have provided moderate level essential facilities to their students. Further [3] 50.0% of the educational institutions don’t provided even minimum facilities to their students, hence the present study considered
those institutions as institutions with low level facilities. But no sampling educational
institutions has provided free hostel facilities to the poor students, even though some of the
sampling educational institutions have lakhs of rupees as annual income. And except
one sampling educational institutions which takes interest in the health check up of their
students once in a year, all other institutions are not so particular about this aspect. These
institutions are only academic oriented and they have forgotten the famous saying "A
sound mind in a sound body”.

It may be observed from the data presented in the above analysis that the highest
per cent of the institutions have provided only lower level educational facilities and only
very small per cent of the sampling educational institutions have provided higher level
educational facilities to their students. A majority of the students who are studying in the
sampling educational institutions belong to poor families and are fully dependent on the
schools/colleges for the facilities which helps them to develop their academic excellence.
If the institutions do not provide such educational facilities then how can they expect the
highest per cent of better academic performance from the students. Another important
objective of the sampling educational institutions is to elevate and uplift the social,
educational, moral and cultural standards of Muslims in particular and the down-trodden
and oppressed Indians in general by providing useful education to girls, the physically
handicapped, orphans and illiterate adults, as to eradicate illiteracy, ignorance,
superstition, poverty and moral degradation.

There is a sizeable Muslim population in all the six sampling districts such as
Bidar, Gulbarga, Bijapur, Dharwad, Bangalore and Kolar. The Muslim population of
these areas are eagerly looking forward to these educational institutions managed by
Muslims for the education of their children in their respective areas. In such a situation
these six sampling educational institutions have come into existence and have been trying
their best to eradicate illiteracy, ignorance, superstitions, poverty and moral degradation
among the Muslims by promoting useful education in their respective areas.

Al-Ameen Educational Society, Bangalore is a milestone and landmark in the field
of education in Karnataka. It runs more than 100 educational and other institutions with
35,000 students and 4000 employees, ranging from nursery, Primary to degree colleges
with technical, professional and job oriented courses. Most of the Al-Ameen educational institutions are standing majestically on the soil of Karnataka and other States of India as a symbol and progress of Al-Ameen movement. Al-Ameen educational society, Kolar and Al-Ameen educational society, Bidar are branches of Al-Ameen Educational Society, Bangalore. Because of such institution, education among the people in general and among the Muslim population in particular has improved to some extent compared with the previous days. One way of understanding the value of education among the people is the level of demand for education among the parents. If the demand for education among the parents is more, then the strength of the students in educational institutions automatically increases and if the demand for education among the parents is less the strength of the students too is low in educational institutions. Now-a-days the strength of the students in the sampling educational institutions has been constantly increasing. Every sampling educational institution started with a meagre strength and limited courses, but now each class and course has a huge number of students with more than two sections. All the sampling educational institutions provide Primary to degree level of education including professional, technical and other job oriented courses. The following table indicates the opinion of teachers and Heads of the Institutions about the strength of the students whether it has increased or decreased or maintained the previous strength.

Table 4.3

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Strength of the students</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Trs</td>
<td>H.O.I.s</td>
</tr>
<tr>
<td>1</td>
<td>Increased</td>
<td>290</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[85.2]</td>
<td>[91.6]</td>
</tr>
<tr>
<td>2</td>
<td>Decreased</td>
<td>05</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[1.4]</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Maintained previous strength</td>
<td>45</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[13.2]</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>No response</td>
<td>--</td>
<td>02</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>[8.3]</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>340</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[100.0]</td>
<td>[100.0]</td>
</tr>
</tbody>
</table>
The table no 4.3 reveals that 85.2% of the teachers, 91.6% of the Heads of the Institutions said that the strength of the boys as well as girls in their institutions has tremendously increased compared to the previous strength. And 13.2% of the teachers and 8.3% of the Heads of the Institutions said that there is no change in the strength of their institutions either among boys or girls and the institutions have maintained their previous strength. Only 1.4% of the teachers said that, the strength of their institutions among the boys as well as girls has slightly decreased compared to previous strength. No Heads of the Institution said that the strength of the students has been decreasing.

It may be observed from the above opinions that the awareness among the people, especially among Muslim population has quite improved but not up to the expected level. This requires special efforts but the sampling educational institutions have not made any such special efforts to improve the awareness of education among the Muslim population except formal schooling. It is not sufficient merely to get their children admitted to school/college they are also required to take special interest in the education of their children. As per the pre-determined goals and objectives, except one, no other educational institution has made any effort for the education of the physically handicapped, orphans and illiterate adults and those who are unable to attend regular classes due to poverty. Only one sampling education institution has opened orphanages. In addition to formal schooling every educational institution should make special efforts in its respective areas for the education of illiterate adults, students who are unable to attend regular classes, the physically handicapped and orphans and then only we can eradicate illiteracy, ignorance and superstition among Muslims to the maximum extent.

Every sampling educational institution has been trying to provide education for women as much as they can. Most of the sampling institutions have separate sections or classes for girls either at Primary, secondary level or at college level and have been providing education for the Muslim students in the Urdu medium at least up to the secondary school level. This shows that special attention has been given to the education of women in general and Muslim women in particular by the sampling education institutions as per their pre determined goals.
The following table shows the sampling education institutions which have separate sections/classes for the education of women.

Table 4.4

The sampling educational institutions with co-educational or separate sections for boys and girls at different levels of education.

<table>
<thead>
<tr>
<th>SI No.</th>
<th>Sections</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Primary</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[66.6]</td>
<td>[33.3]</td>
<td>[100.0]</td>
<td>[66.6]</td>
<td>[33.3]</td>
<td>[100.0]</td>
<td>[33.3]</td>
<td>[66.6]</td>
<td>[100.0]</td>
</tr>
<tr>
<td>2.</td>
<td>High School</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[66.6]</td>
<td>[33.3]</td>
<td>[100.0]</td>
<td>[66.6]</td>
<td>[33.3]</td>
<td>[100.0]</td>
<td>[33.3]</td>
<td>[66.6]</td>
<td>[100.0]</td>
</tr>
<tr>
<td>3.</td>
<td>Pre-University</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[66.6]</td>
<td>[33.3]</td>
<td>[100.0]</td>
<td>[16.6]</td>
<td>[83.3]</td>
<td>[100.0]</td>
<td>[66.6]</td>
<td>[33.3]</td>
<td>[100.0]</td>
</tr>
<tr>
<td>4.</td>
<td>Degree</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[33.3]</td>
<td>[66.6]</td>
<td>[100.0]</td>
<td>[16.6]</td>
<td>[83.3]</td>
<td>[100.0]</td>
<td>[50.0]</td>
<td>[50.0]</td>
<td>[100.0]</td>
</tr>
</tbody>
</table>

The above table indicates that [4] 66.6% of the sampling educational institutions have separate sections / classes for girls from the Primary to Pre-University level and [2] 33.3% of the educational institutions have separate sections / classes for girls at degree level. Again [4] 66.6% of the institutions also have separate classes for boys of Primary, High School level and [1] 16.6% of institutions even extended this facility for boys at Pre-University and degree level. As far co-education is concerned [4] 66.6% of the sampling educational institutions have facility of co-education at Pre-University level, [3] 50.0% of the institutions have co-education at Degree level and only [2] 33.3% of the institutions have co-education at Primary and High School levels. It is clear from the above data that most of the sampling educational institutions have paid attention for the education of women. Some institutions have separate classes for girls only at Primary and High School levels and some other institutions have provided this facility for girls only at Pre-University and Degree levels. But only one sampling educational institution has separate classes for girls from first standard to Degree level.

India is a country of many castes, classes, creeds, races, languages and religions. So casteism, class and caste conflict, communal riots or communal disturbances are
common. Poverty is another important basic hurdle in the way of progress of the community in particular and the country in general. 80 per cent of the Indian population is living in utterly poor conditions and this is more in the Muslim community. In such circumstances it is very essential to raise the economic, moral and ethical standards of the various groups through imparting scientific, technical and cultural knowledge.

The future of India lies in promoting middle level technology. With the liberalisation of the economy and the participation of multi-nationals in agricultural, pastoral, horticultural processing industries and a number of other consumer goods' industries, there will be a tremendous boost to middle level technology. Hence there will be need to establish on a priority basis polytechnics equipped with modern basic equipments importing education in middle level technology in diverse areas such as fruit processing, leather processing, milk product processing, refrigeration and many other innovative areas of technology. It has been considered by the sampling educational institutions as their earnest objective to impart scientific and technical knowledge with a view to raising the economic, moral, ethical standards of the youths in this country. An attempt has been made in this study to know how many sampling educational institutions have provided this opportunity to their students. Some of the important courses that the sampling educational institutions have provided to their students are as follows:


The investigator in this study has considered J.O.C, I.T.I and T.C.H as lower technical and professional courses, and Polytechnic courses, D.Pharm., B.Ed., B.P.Ed, L.L.B. as moderate technical and professional courses. Further, courses such as B.E., M.B.B.S., B.B.M., M.B.A., B. Pharm., B.D.S., etc. are considered as higher technical and professional courses. The researcher in this study grouped the sampling educational institutions based on the number of technical professional courses into three groups, such as the institutions with less courses [3 or less than 3 above mentioned courses], the institutions with average courses [4 to 6 above mentioned courses] and the institutions with more courses [more than 6 above mentioned courses]. An attempt has been made in this study to collect the information with regard to what extent the sampling educational
institutions concentrated on technical and professional education in their respective areas. The following table represents the number of sampling educational institutions with the number and type of technical and professional courses they offer.

Table 4.5
Type of the technical and professional courses in sampling educational institutions.

<table>
<thead>
<tr>
<th>SI No</th>
<th>Type of professional and technical courses</th>
<th>No. of educational institutions</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Less Number of Courses with</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Low Technical and Professional courses</td>
<td>03</td>
<td>50.0</td>
</tr>
<tr>
<td></td>
<td>b. Moderate Technical and Professional courses</td>
<td>01</td>
<td>16.6</td>
</tr>
<tr>
<td></td>
<td>c. Higher Technical and Professional courses</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>2.</td>
<td>Average Number of Courses with</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Low Technical and Professional</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>b. Moderate Technical and Professional courses</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>c. Higher Technical and Professional courses</td>
<td>01</td>
<td>16.6</td>
</tr>
<tr>
<td>3.</td>
<td>More Number of Courses with</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Low Technical and Professional courses</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>b. Moderate Technical and Professional courses</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>c. Higher Technical and Professional courses</td>
<td>01</td>
<td>16.6</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>06</td>
<td>100.0</td>
</tr>
</tbody>
</table>

It can be seen from the above table that only [1] 16.6% of the sampling educational institutions have more number of courses with higher level technical and professional courses such as, B.E., M.B.B.S., B.B.M., M.B.A., Pharmacy, B.D.S., B.Ed., L.L.B., B.D.T., I.T.I., J.O.C. etc. And still [1] 16.6% of sampling educational institutions have average number of courses with higher level technical and professional courses such as M.B.B.S., B.E., Polytechnic, I.T.I., J.O.C., etc. But majority of the educational institutions have very less number of courses in which [3] 50.0% of educational institutions have low level technical and professional courses such as J.O.C. and T.C.H. where as [1] 16.6% of institutions have moderate level professional courses such as L.L.B., along with J.O.C. It is clear from the above data that the highest per cent of the sampling educational institutions have only the goals and objectives of providing better technical and professional education to their students, but they have not succeeded to bring them in practical, due to lack of interest of Boards of Management, economic and other technical problems.
There is no use today just gloating over the fact that the institution has achieved 100% passes in the public examinations. What is relevant today is how many students from the particular institutions have gone into professional courses like Medical, Engineering, Management studies, Agricultural studies and other such professional courses. How many students have gone into Post Graduate courses and how many students from the particular institutions have got success in competitive examinations such as I.A.S., I.P.S., I.F.S., K.A.S., K.E.S. and such other examinations. We are living in a most competitive world. Only the brilliant can survive successfully in this competitive world. Otherwise one may perish and occupy low paid jobs, at the most becoming peons and clerks. Hence it is again the duty of every educational institution to aim for academic excellence and prepare the students for top professions and jobs. The sampling educational institutions have included this as one of their objectives i.e. preparing the students for competitive world by giving them special coaching. The data has been collected as to how many sampling educational institutions are doing this job as per their schedule.

Following table shows the number of sampling educational institutions which have arranged such coaching facility to their students in addition to regular academic classes.

**Table 4.6**

*The coaching facility for different competitive examinations and sampling educational institutions.*

<table>
<thead>
<tr>
<th>SI No.</th>
<th>Type of coaching classes</th>
<th>No of institutions organizing coaching classes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[16.6]</td>
</tr>
<tr>
<td>2.</td>
<td>Coaching classes for banking and other such examinations</td>
<td>--</td>
</tr>
<tr>
<td>3.</td>
<td>Coaching classes for Medical and Engineering entrance examinations.</td>
<td>01</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[16.6]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[100.0]</td>
</tr>
</tbody>
</table>
The table no. 4.6 reveals that only [1] 16.6% of the institution has arranged free coaching classes for I.A.S, I.P.S., I.F.S, K.A.S., examinations regularly and the same and only institution has been conducting free coaching classes even for Medical, Engineering entrance examinations every year for all the students without consideration of their college, caste and area. But none of the sampling institutions in the area have career guidance cells for identifying the aptitude and interest of the students and give direction to them in accordance with their interest and aptitude. It is very essential to have a career guidance cell for giving information to the students with regard to higher education, employment opportunity and financial and other assistance for setting up of small scale/cottage industries and other avenues of gainful, self-employment. And also no sampling education institution has provided special coaching facility either for banking and other such examinations or for B.Ed., entrance examinations.

This can be attributed to the fact that most of the sampling educational institutions have understood that merely having progressive, colourful goals and objectives in their schedule itself is their duty, but they have forgotten that without the implementation of those goals, there will be no meaning at all in mentioning such goals and objectives. The highest per cent of sampling educational institutions have not made any arrangement for coaching classes and providing guidance about the availability of employment, financial and other such opportunities to their students.

Character building of the students is another important objective of the sampling educational institutions. It is one of the most important duty of every educational institution to build the character of their students for which they shall be praised in this world and answerable to the Almighty in the world hereafter. What is the use of education if it cannot refine the persons? No nation or society can thrive or survive without good character in its foundation. The story of perished civilizations and nations testify to this truth. It is the good character of man that makes the thoughts and works of man immortal in all ages. It is because of this, thoughts and literary works of olden days are still preserved as a source of inspiration for intellectual growth.
The good old saying “when wealth is lost nothing is lost, when health is lost something is lost and when character is lost all is lost” has immense potential in modern times. This saying of wise men will help us to realise that good character is the noblest of all human possessions. It reflects in every thought, every action, every habit, every feeling, every behaviour, which are nerve centers of good culture and civilization. Hence there is an imperative need for an all out effort to protect and promote this noble possession of man and as a first step to take immediate steps to lay the foundation of good character in students both at home and in schools/colleges.

The home environment and the school/college environment are the two important aspects of character building. Home is the first and foremost school of character. It is there that every human being receives the first and best moral training, which serves as a strong foundation for good character; which endures through manhood and which ceases only with life. The role of the mother is very important in this respect. That is why George Herbert has said that “one good mother is worth a hundred school masters”.

Biographical histories of many great men in the field of arts, literature, culture, science and music reveal that their mothers were responsible for laying the foundation of a strong will and character, which enabled them to reach greater height in life.

The second stage of character building is in school/college environment. It is in educational institutions where the rudiments of character build at home are shaped properly by disciplining the habits and behaviour of the students by the teacher. All qualities of life are strengthened and perfected under the guidance of teachers.

To achieve this end, the role and responsibility of women in home environment, teachers in school/college environment and elders in the social environment should be defined and recognized properly. Hence the sampling educational institutions have to give top priority for building the characters of their students in their institutional goals and objectives. The present study has attempted to know to what extent the sampling educational institutions have practically implemented this manifest objective or goal.
Character/discipline among the students has been measured by the following qualities in this study.

1. The students attend and disperse from the school/college at the right time.
2. Attend all the classes regularly.
3. Attend the school/college regularly.
5. Maintain discipline in the school/college campus.
6. Do the home work/assignments correctly.
7. Take active participation in curricular activities.
8. Take active participation in co-curricular activities.
9. The students' obedience, honesty and sincerity.
10. The students' co-operation and adjustment.
11. Competitive spirit among the students
12. The students keeping themselves away from other bad qualities.

The researcher in this study has categorized the sampling educational institutions into three broad categories based on the level of satisfaction of the teacher of respective sampling educational institutions in the above mentioned 12 items related to students' character/discipline, are as follows.

1. The sampling educational institutions with low level of discipline: The sampling educational institutions with highly satisfied teachers in less than 33% of the above mentioned items related to students' discipline are included in this category.

2. The sampling educational institutions with average level of discipline: The sampling educational institutions with highly satisfied teachers in 33% to less than 66% of the above mentioned items related to students' discipline are included in the second category.

3. The sampling educational institutions with high level of discipline: The sampling educational institutions with highly satisfied teachers in 66% and more than 66% of the above mentioned items related to students discipline are included in the category of high disciplined educational institutions.
The following table shows the number of sampling educational institutions which have maintained different levels of discipline among the students.

**Table 4.7**

The sampling educational institutions and the level of discipline among the students.

<table>
<thead>
<tr>
<th>SI No.</th>
<th>Level of discipline</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The institutions with low level discipline</td>
<td>01</td>
<td>16.6</td>
</tr>
<tr>
<td>2.</td>
<td>The institutions with moderate level of discipline</td>
<td>04</td>
<td>66.6</td>
</tr>
<tr>
<td>3.</td>
<td>The institutions with high level of discipline</td>
<td>01</td>
<td>16.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>06</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The above table reveals that only one of the sampling educational institutions has given special attention towards the building up of the characters of the students, hence we find high level of discipline among the students of this educational institution. Low level of discipline is also found among the students in only [1] 16.6% of the sampling institutions. But the highest per cent of sampling educational institutions i.e. [4] 66.6% have moderate level of discipline. The data presented in the above analysis reveals that very less per cent of sampling educational institutions have maintained high level and low level discipline among the students, but the highest per cent of sampling educational institutions have maintained average level of discipline among the students. It is clear from the above discussion that the sampling educational institutions should give yet more attention towards the improvement of the character/discipline among their students.

As per the predetermined goals and objectives, a majority of the sampling educational institutions have given adequate attention towards imparting religious education. Some of the sampling educational institutions have separate Deeni Madarsahs and some other sampling educational institutions have provided such facility after the regular school/college hours in the same campus.
The following table shows the number of sampling educational institutions which have extended this facility to their students.

Table 4.8

<table>
<thead>
<tr>
<th>SI No.</th>
<th>Particulars</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The sampling educational Institutions which have separate schools/sections for Deeni education</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>The sampling educational institutions which don’t have separate schools for Deeni education but have provided this facility after regular school/college hours in the same campus</td>
<td>1</td>
<td>16.6</td>
</tr>
<tr>
<td>3</td>
<td>The sampling educational institutions which have not provided such facility to their students</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>0.6</td>
<td>100.0</td>
</tr>
</tbody>
</table>

It may be observed from the data presented in the above table that the highest percentage i.e. 50.0%[3] of sampling educational institution have separate schools for religious education of Islam and 16.6%[1] of sampling educational institutions have provided Deeni education after regular school/college hours. And 33.3%[2] of the sampling educational institutions do not have either separate schools for Deeni education or have provided it after the regular school/college hours.

It is thus clear from the above analysis that the highest per cent of the sampling educational institutions have made special arrangements for the religious study of Islam and very less per cent of the sampling educational institutions have not made any such arrangement for the study of religious education to the Muslim students. But no educational institution has made any effort to encourage and support the study of Islam by Non-Muslim students of the sampling educational institutions. Every educational institution managed by any group or sector should encourage and support the study of all the religions with a view to their better understanding. This promotes unity and cooperation among the students belonging to all communities.
It may be observed from the foregoing analysis that very less per cent of the sampling educational institutions have achieved more than 70% of their predetermined goals and objectives, but the highest per cent of the sampling educational institutions have not achieved even 50% of their predetermined goals and objectives due to some problems, such as
1. Economic problem
2. Problem of permission for starting any new courses from concerned authorities.
3. Lack of interest and support by the Boards of Management of the sampling educational institutions.
4. Lack of co-operation from public.
5. Lack of place for expansion of campus.
6. Other administrative problems.
No sampling educational institution has achieved 100% of its predetermined goals and objectives.

The researcher in this study has also attempted to find out the relation between the type of educational institutions and the level of achievement of their predetermined goals and objectives. The collected data has been presented in the table no. 4.9.

It may be noted from the table no. 4.9 that 25.0%[1] of aided institutions have achieved less than 40% of predetermined goals, 50.0%[2] of them have achieved more than 40% to 70% of goals and 25.0%[1] of sampling educational institutions have achieved more than 70% of goals, whereas all the 100% [2] of partially aided sampling educational institutions have achieved less than 40% of their predetermined goals and objectives.

The region-wise data represented in the table 4.9 reveals that 50.0% of sampling educational institutions in all regions such as Hyderabad Karnataka, Bombay Karnataka and Old Mysore Karnataka have achieved only less than 40% of their predetermined goals, 50.0% of the institutions at Hyderabad Karnataka and Bombay Karnataka region have achieved 40% to 70% of their predetermined goals and objectives and only 50.0% of sampling educational institutions at Old Mysore Karnataka region have achieved more than 70% of their predetermined goals and objectives.
### Table 4.9

The type of sampling educational institutions and the level of achievement of their predetermined goals and objectives

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Category</th>
<th>Group</th>
<th>Number of the institution in each group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Less than 40% of goals achieved</td>
</tr>
<tr>
<td>1</td>
<td>Type of the institutions Management</td>
<td>1. Private aided</td>
<td>01[25.0]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Private partially aided</td>
<td>02[100.0]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>03[50.0]</td>
</tr>
<tr>
<td>2</td>
<td>Region</td>
<td>1. Hyderabad Karnataka</td>
<td>01[50.0]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Bombay Karnataka</td>
<td>01[50.0]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Old Mysore Karnataka</td>
<td>01[50.0]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>03[50.0]</td>
</tr>
<tr>
<td>3</td>
<td>Type of Institutions</td>
<td>1. Boys</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Girls</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Co-education</td>
<td>03[75.0]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>03[50.0]</td>
</tr>
<tr>
<td>4</td>
<td>Economical status</td>
<td>1. High Income [More than 10 lakhs annual income]</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Average income [5 to 10 lakhs annual income]</td>
<td>01[100.0]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Low income [Less than 5 lakhs annual income]</td>
<td>02[66.6]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>03[50.0]</td>
</tr>
<tr>
<td>5</td>
<td>Origin of sampling educational society</td>
<td>1. Old educational society [more Than 30 yrs old] society</td>
<td>01[25.0]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Moderate educational society [In between 15 To 30 Yrs old]</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. New educational society [less than 15 Yrs old]</td>
<td>02[100.0]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>03[50.0]</td>
</tr>
</tbody>
</table>

Further, 100% of sampling educational institutions for boys and 100% of the sampling educational institutions for girls have achieved more than 70% and more than 40% to 70% of their predetermined goals and objectives respectively. And 75% [3] of the sampling educational institutions with co-educational facility have achieved less than 40%
of their predetermined goals and 25\%[1] of them have achieved 40\% to 70\% of their predetermined goals and objectives respectively.

Again the table no 4.9 represents that 25\%[1] of the old sampling educational societies have achieved less than 40\% of their predetermined goals, 50.0\%[2] of them have achieved 40\% to 70\% of their predetermined goals and objectives and 25.0\%[1] of them have achieved more than 70\% of their predetermined goals and objectives. There are no moderate educational societies in the sample. All 100\%[2] of new educational societies have not achieved more than 40\% of their predetermined goals and objectives.

As far as the economic status is concerned 50.0\%[1] of the institutions with high income have achieved 40\% to 70\% of their goals and 50.0\%[1] of them have achieved more than 70\% of their goals. All 100\%[1] of the sampling educational institutions with average income have achieved less than 40\% of their predetermined goals and objectives. And 66.6\%[2] of the sampling educational institutions with low level of income have not achieved more than 40\% of their goals and 33.3\% of them have achieved 40\% to 70\% of their predetermined goals and objectives.

The data presented in the above analysis shows that the highest per cent of old, aided, non-co-educational sampling institutions and sampling institutions with high income have achieved more than 40\% of their predetermined goals and objectives. Whereas the highest per cent of new, partially aided, co-educational sampling educational institutions and sampling educational institutions with low level of income have achieved less than 40\% of their predetermined goals and objectives. There is no significant difference in the achievement of their predetermined goals and the sampling educational institutions of different sampling regions.

It is clear from the above discussion that there is a significant difference between the level of achievement of their predetermined goals and objectives and type of management, type of institutions, economical status and origin of the sampling educational institutions. Hence we may accept the previously established hypotheses in this study i.e. "Aided, old, non-co-educational sampling educational institutions and sampling educational institutions with high income have achieved highest per cent of their
predetermined goals and objectives than partially aided, new, co-educational sampling educational institutions and institutions with low level of income”.

Further the investigator in this study has attempted to presents the level of achievement of predetermined goals and objectives by the sampling educational institutions with the help of graph. The graphical representation is shown in the page no.

It is thus clear from the data presented in the above discussion that the most important goals and objectives of National Educational Policy such as communal harmony, secular atmosphere, democratic principles, National integration and international understanding etc., have been reflected in the schedules of the goals and objectives of less per cent of sampling educational institutions. Most of them have kept these objectives in the list of latent goals and objectives. Majority of the sampling educational institutions have stressed more on the academic aspect of the students. But very less per cent of the sampling educational institutions have successfully achieved the highest per cent of their predetermined goals and objectives. The highest per cent of the sampling educational institutions have achieved very less per cent of their predetermined goals and objectives, due to inadequate concentration on those goals and objectives, economic, administrative and other such problems. No sampling educational institution has achieved all the predetermined goals and objectives.
Graph showing the level of achievement of the predetermined goals and objectives by the Sampling Educational Institutions.

- **High**: More than 70% of goals achieved
- **Average**: 40% to 70% of goals achieved
- **Low**: Less than 40% of goals achieved

S.E.I. - Sampling Educational Institutions
References:


2. Ibid., P.6.


5. “Memorandum and Rules”, Al – Ameen educational society, Bangalore.


