The present study was undertaken in six districts of three regions of Karnataka. One prominent Muslim minority educational institution was selected from each sampling district in in-depth study such as Al – Ameen Education Society, Bidar, Khaja Education Society, Gulbarga, Anjuman Education Society, Bijapur, Anjuman Educational Society, Dharwad, Al – Ameen Education Society, Bangalore and Al – Ameen Education Society, Kolar. In this work an attempt is made to find out the present status / conditions of Muslim managed educational institutions and their contributions in the Socio-economic development of Muslim community in particular and community in general. The main objectives of the present research are to study the socio-economic composition of the sampling educational institutions, educational and occupational aspirations of the students, the goals and objectives of the sampling educational institutions and their achievement, academic performance of the students, National educational goals and the extent of their achievement, contributions of the sampling educational institutions and their important problems. The data has collected from 830 students, 340 teachers, 24 Heads of the Institutions, 105 members of Boards of Managements of the sampling educational institutions, 90 other students who are studying in other than the sampling educational institutions and 120 public men who are living around the sampling educational institutions through questionnaires, interview schedules, informal discussions, analysis of documents, records and the magazines of the sampling educational institutions. In this chapter, we shall recapitulate the major findings of the study. Suggestions have also been made for further research.

The Muslim community in Karnataka is one of the dominated minority groups which includes a greater per cent of male (51.89%), married (69.16%) population with 5.89% average size of the family and distributed more or less equally in urban (50.81%) as well as in rural (49.19%) areas. Majority of the Muslims in Karnataka are educated only up to the Primary (38.05%) and High School (9.06%) levels and their representation in higher, professional, technical education is significantly low. More than 50% of the
Muslims in Karnataka are agriculturists and coolies. A small per cent of the Muslims are
government servants (1.26%), lagging in class – C (0.73%) and class – D (0.31%) posts.
The annual income of the highest per cent (55.0%) of Muslims households is less than Rs.
6000. This proves their low level of economic condition in the State.

The socio-economic composition of the sampling educational institutions reveals
that majority of the students who are studying in institutions are of average intelligence,
belong to four major religious groups viz Muslims (64.8%), Hindus (28.7%), Christians
(5.4%) and Jains (0.9%). Most of the Hindu students of these institutions belong to lower
Hindu castes like Schedule Caste, Schedule Tribes and other backward castes. The
sampling educational institutions have both male (58.1%) as well as female student
(41.8%), part time (19.8%) as well as full time (80.1%) , rural (22.0%) as well as urban
(77.9%) students and Students who are living in joint families (8.7%) as well as Nuclear
families (91.2%) . The majority of them come from low educational (41.5%) and
economical (62.4%) back ground families with an average size of 5 to 6 members (36.3%). The
highest per cent of the parents of the students are working as non – gazetted officers
(27.5%), business men (19.6%), labourers (15.0%), artisans and mechanics (11.6%). The
parents of the students have better political awareness. The socio-economic composition
of the teachers revealed that the highest per cent of the teachers are male (60.0%), Muslim
(82.6%), married (71.7%) teachers, who are in the age group of 36 to 45 years (34.6%)
and living in nuclear families (88.5%). Most of them are have the above required
qualifications and the teaching experience (31.7%) of 6 to 10 years. All the Heads of the
Institutions of the sampling educational institutions are Muslims in which highest per cent
of whom are married (95.8%), male (62.5%) who are in the age group of 46 to 55 years
(58.3%) and have the required qualifications with service experience of 21 to 25 years
(41.6%).

The Boards of Management of the sampling educational institutions have only
Muslim male members and office bearers. The highest per cent of them are married
(74.2%), Non – Professional Graduates (29.52%), P.U.C., J.O.C., other Diploma holders
(19.04%) who are in the age group of 46 to 55 years (34.2%) and 36 to 45years (31.4%).
Majority of the members are businessmen, industrialists (37.1%) and politicians (23.8%).
The monthly income of the highest per cent (52.3%) of the members of the Boards of Management from all sources is Rs. 10,000 to 20,000. The main aim of the majority of the members is to become members of the Boards of Management to improve their status in society (31.4%) and to get personal benefits (20.9%) from the sampling educational institutions.

Thus, the sampling educational institutions have been dominated by well qualified Muslim, male staff, and other members of Boards of Management with an average age group of 36 to 45 years and Muslim, male, urban, full time students with low educational, economic, non-official background, nuclear families. There is no representation of non-Muslim staff at the administrative level and in Boards of Management of the sampling educational institutions. The management of the sampling educational societies belong to groups of businessmen, industrialists and politicians.

The highest per cent (66.6%) of the sampling educational societies have better economic status with an annual income of more than Rs. 50 lakhs to Rs. 2 crores. The main sources of income of the sampling educational institutions are salary—grant from the State government, grant in the form of fee concession, grant from University Grants Commission, grant from the Head of fice, grant from Dargah Sharief Nazrana fund, grant from Jamia Nijamia, contribution of the members of Boards of Management, fees collected from the students, donation collected from the students, interest amount on fixed deposits, the rents and advance, deposit amount of shopping complexes, donation collected from Islamic Countries, income from co-operative societies, industry, publishing house, hospitals, nursing homes, chanda amount collected on the eve of Eed – Ul – Fitar and Eed – Dud – Duha.

In the third chapter an attempt has been made to identify the type of educational and occupational aspirations of the students, and the type of factors affecting the aspirations of the students. Success in adult life is determined by the type of educational and occupational aspirations of the students. The type of the aspirations of the students influence their academic achievements also. As are our aspirations and ambitions so are our achievements. A high level of aspirations and ambitions stimulate the students for hard work and keep them more active. The present study has found that 49.7% (413) of
the students are interested in continuing their education, of whom 52.5% (340) are urban and 39.8% (73) are rural students, 66.5% (275) are male and 33.4% (138) are female students, 47.5% (256) are Muslim and 53.7% (157) are Non-Muslim students. 50.24% (417) of the students are not interested in continuing their education, of whom 26.3% (110) are rural and 73.6% (307) are urban students, 49.8% (208) are male and 50.1% (209) are females, 67.6% (282) are Muslims and 32.3% (135) are Non-Muslim students. The students are not interested mainly due to economic problem (27.3%), lack of support by the family members (20.3%), lack of interest in studies (16.0%) and the highest per cent of them wanted to do business/try to search any job 30.4% (127), help the parents in their work 25.6% (107) after discontinuation of their education.

The family background is one of the important factors which influences the aspirations of the students. Hence the highest per cent of the students of official (65.5%), high educational (69.2%), high economic (76.2%) background families are more interested in continuing their further education than students of non-official (39.4%), low educational (41.8%), low economical (37.2%) background families. As such the highest per cent of Male (19.4%), Non-Muslim (15.9%) urban students (16.7%) and the students from high level of educational (44.4%) high economy (40.8%), official (18.6%) background families have higher educational aspirations than female (7.9%), Muslim (12.1%), rural (5.4%) students and students who come from low educational (9.0%), low economic (4.1%) and non-official background families. The highest per cent of the female (65.9%), Muslim (51.5%), rural (73.9%) students and the students from low level of educational (58.8%), low economic (72.0%) and non-official (53.5%) background family are have lower educational aspirations than male (39.2%) non-Muslim (39.2%), urban (40.5%) students and students who come from high educational (22.2%), high economic (21.5%) and official (40.0%) background families. Further, there is a significant relation between the type of educational aspirations of the students and their academic achievements. The students who have better academic performance in their previous examinations, 39.4% have high level of educational aspirations and the students who have low academic performance, 63.4% and 28.3% have low and average level of educational aspirations respectively.
The highest per cent (22.6%) of the students of the sampling educational institutions do not have any high level of aspirations about their occupation, the great majority of them are ready to do any government or private job which is permanent in nature. An average per cent (12.2%) of the students are interested in class III jobs and in business. But very less per cent (9.6%) of the students aspire to become class I or class II officers or acquire equivalent posts. Majority of the students (33.4%) do not have any sort of aspirations either about their occupation or about their life. As the educational aspirations, occupational aspirations of the students too are affected directly or indirectly by variables like sex, religion, type of the community, type of the institution where they are studying and their family background. Hence we find a steep variation in the aspirations of the students. Male students (12.6%) than female students (5.7%), Non-Muslim students (13.0%) than Muslim students (7.9%), urban students (11.1%) than rural students (4.9%), aided educational institutions’ students (10.0%) than un-aided educational institutions’ students, the students with better academic performance (44.3%) than the students with low level of academic performance (0.9%), the students with high educational aspirations (42.6%) than the students with low level of educational aspirations (9.3%) and the students who come from high educational (44.0%), economic (14.7%), official (15.5%), background families than low educational (3.9%), economic (1.9%), non-official (5.9%) background families have high level of occupational aspirations. The highest per cent of female (52.4%), Muslim (42.1%), rural (33.4%), un-aided institutions’ students (39.3%) and the students who came from low educational (40.5%), economic (38.2%), non-official (46.0%) background families do not have any aspirations about their occupation. The highest per cent of the students of low educational (46.8%), economical (53.2%), even official (44.5%) and the students with low level of academic performance (56.4%) and low level of educational aspirations (42.1%) have a low level of occupational aspirations.

Hence the sampling educational institutions have been dominated by students who are not interested in continuing their education and have low level of educational and occupational aspirations. There is a positive relationship between the sex, religion, type of community where the students are living, type of institution where the students are studying, level of the academic performance, type of the family background and the level
of educational and occupational aspirations of the students in the sampling educational institutions.

The fourth chapter examines some important goals and objectives of the sampling educational institutions and the extent of their achievement. In the light of the goals and objectives of the National Education System every sampling educational institutions has formulated its own goals and objectives. Some of the important goals and objectives of the sampling educational institutions are to provide better educational facilities to achieve high academic excellency, to provide useful education in order to eradicate illiteracy, ignorance and superstitions among the Muslims, to give special attention towards the education of Muslim women, to provide vocational and technical education, to prepare the students for competitive examinations, to provide guidance and information with regard to available employment, financial and other such opportunities, building up of the character of the students and encourage the study of Islam.

The present study represents that the most important goals and objectives of our National Education Policy such as communal harmony, secular atmosphere, democratic principles, National Integration, International understanding etc., reflected in the schedules of the goals and objectives of less per cent of the sampling educational institutions. Most of them have kept these objectives in the list of manifest goals and objectives. Majority of the sampling educational institutions have stressed more on academic aspects of the students. But 16.6% of the sampling educational institutions have successfully achieved more than 70% of their pre-determined goals and objectives. 33.3% of the sampling educational institutions have achieved between 40% and 70% of their pre-determined goals and objectives and 50% of the sampling educational institutions have achieved less than 40% of their pre-determined goals and objectives.

Old educational societies (75%), societies with high annual income (100%), non-co-educational (100%) and aided institutions (75%) have achieved more per cent i.e. more than 40% of their pre-determined goals and objectives than new educational societies (100%), societies with average and low income (75%), co-educational (75%) and partially aided institutions (100%). The data reveals that very less per cent of the sampling educational institutions have achieved the highest per cent of their pre-determined goals.
and objectives, where as the highest per cent of the sampling educational institutions have achieved very less per cent of their pre-determined goals and objectives. But no sampling educational institution has achieved all 100% of the pre-determined goals and objectives. This is mainly because of economic and administrative problems, problem from management and lack of adequate concentration on their pre-determined goals and objectives.

An attempt is made in fifth chapter to highlight the type of organisational climate and the level of academic performance of the students of sampling educational institutions in curricular and co-curricular activities.

The academic performance of the students of sampling educational institutions at college level is less satisfactory than the academic performance of the students at High School level. 50% of the sampling educational institutions have achieved high level and 50% have achieved average level of academic performance at High School level. 16.6% have achieved high level, 50% have achieved average level and 33.3% of them have achieved low level of academic performance at High School level. 33.3% of them have achieved average level and 66.6% of them have achieved low level of academic performance at Pre-University College level. The two most important factors that have been prevailing among the students of the sampling educational institutions are the high degree of lack of interest in education and the low level of educational aspirations of the students which are the main reasons for such a state of affair of the sampling educational institutions.

In addition to the above two, there is another important factor like organisational climate which too is significantly influences the academic performance of the students. The sampling educational institutions have four types of organisational climate at different levels of education such as familiar, controlled, open and closed organisational climate, 16.6% of the sampling educational institutions have closed climate at Pre-University and degree college level, 16.6% of the institutions have open climate at Pre-University college level, 33.3% of them have controlled organisational climate at High School, Pre-University and Degree College level, 66.6% of the institutions have familiar climate at High School level, 33.3% of them have, at Pre-University college level and 50.0% of them
have the familiar climate at degree college level. 50% of institutions at High School level have a high level of academic performance with controlled climate (66.6%) and familiar climate (33.3%). 16.6% of the institutions have high level of academic performance at Pre-University level with open organisational climate (100.0%). 50% of the institutions have average level of academic performance at High School level with familiar climate (100%), 33.3% of the institution at Degree College have average level of academic performance with controlled climate (100.0%), and 50% of the institutions at Pre-University College have average level of academic performance in which 66.6% of them have controlled climate and 33.3% of them have closed climate. 33.3% of the institutions at Pre-University College have low level of academic performance with familiar climate (100.0%) and 66.6% of the institutions at Degree College have low level of academic performance with familiar climate (75.0%) and closed climate (25.0%).

The performance level of sampling educational institutions in co-curricular activities is too low. 33.3% of the institutions have shown average and 66.6% of them have shown low level of performance at High School level. 16.6% of the institutions have high, 16.6% of them have average and 66.6% of the institution have low level of performance in co-curricular activities at College level.

Based on the above discussion we can say that the sampling educational institutions are dominated by the familiar and controlled organisational climate with low and average level of performance both in curricular and co-curricular activities, except in one institution which has high level of performance in co-curricular activities at college level. More than 50% of the institutions have shown better academic performance only at High School level but their performance level is low and average at College level. The present study shows the positive relationship between organisational climate of school/college and the academic performance of the students.

The investigator in the sixth chapter has made an attempt to explain to what extent the sampling educational institutions are consistent with some of the important goals of National Educational Policy such as national integration, communal harmony, secularism and democratic atmosphere.
There is an imperative need for a series of result-oriented programmes in educational institutions to promote national unity by strengthening the national consciousness among the young students. The rich knowledge with regard to nationally important aspects like national songs, national symbols, national festivals, the type of preference in celebration of national or religious festivals and participation in the communal clashes/conflicts or national clashes/conflicts, active participation in various types of co-curricular activities, inter educational institutional meetings, the knowledge of India’s rich cultural heritage etc are some of the important factors which help to create a sense of unity, integrity and oneness among the individuals. The school/college is one such center which provides an opportunity to train the students in the above mentioned nationally important aspects.

The present study also finds that only 18.7% of the students have average level of knowledge, 51.4% of them have low level of knowledge with regard to national songs and no student has high level of knowledge in this regard. 19.2% of the students have high level of knowledge, 40.1% of them have average level of knowledge and 24.6% of them have low level of knowledge. Further, 8.1% of the students have high level of knowledge, 21.9% of them have average level of knowledge and 32.7% of them have low level of knowledge with regard to National Festivals. Again 30.6% of the students have preferred National Festivals and 54.3% of them have preferred religious festivals if both have come on same day. 32.4% of the students preferred to take part in family clashes/conflicts, 38.0% of them have preferred to take part in communal clashes/conflicts, but only 18.9% of the students have preferred to take part in national clashes/conflict if all the three type of clashes/conflicts occur on the same day or same time. No sampling educational institution has conducted inter-educational institutions meeting either at students’ level or at the teachers’ level. Nearly half of the sampling institutions have not regularly conducted tours, picnics, excursions, sports, games and other cultural activities both at High School and College levels. 50% of the institutions have conducted N.S.S., N.C.C. Camps only for Degree students and no sampling institutions has a Scout and Guide unit. These data represent the average and below average knowledge of the students about national songs, national symbols, national festivals, less affection towards the nation and insignificant concentration on conducting co-curricular activities by the sampling educational
institutions. These proves that the sampling educational institutions have not given sufficient attention towards strengthening the feelings of national integration among their students.

Thus the sampling educational institutions are dominated by impersonal/casual relations and partial treatment. The students [45.9%], teachers [62.9%] and Head of Institutions (70.8%) have limited freedom to work or to take any decisions, 79.7% of students, 58.1% of teachers, 58.2% of Head of Institutions have said that there is no significant place for their ideas, opinions and suggestions in the decision making process. Further, there is limited scope for students' election, student's clubs and organisations related to academic activities. Less than 50% of the sampling educational institutions have conducted students election at all levels and form student's cabinet, and only 33.3% of the institutions have some of the student organisations or associations related to their academic activities only 33.3% of the institutions that too at High School level have organised parents day at campus and invited the suggestions of the parents for the progress of the educational institutions. But in a democratic system every one is free to think, express opinions, give suggestions, enjoy company and to live in his own way as he likes, liberty, equality, discussion, criticism, opposition, patience are the basic qualities for the success of a democratic system. The educational institutions are some of the important centers of training such values among the future citizens of India. But there is limited scope for such values in the sampling educational institutions. This shows that the sampling educational institutions have not actively participated in the most valuable process of training and maintenance of these national values among their members in the school/college.

Most of the teachers and students in the sampling educational institutions have closely adjusted with each other and 95.2% of the Non-Muslim students have said that no discrimination is made by the teachers among the students belonging to any caste, religion or region. The teachers of the sampling educational institutions recognise the students who are sincere, obedient, hard working and regular to the classes. For the last 10 years i.e., 1990-1999 no serious clash occurred in the campus. It is noticed that 84.6% of the students stated the programmes not related to mythological stories of Islam. More than 50% of
the sampling educational institutions have invited the important personalities belonging to different castes and religions. The buildings of the sampling educational institutions are not made use of these for the religious functions.

It is observed that the highest per cent i.e. 91.0% of the students of the sampling educational institutions have said that every function begins with some prayer to “Alha, The great, gracious and Merciful” and “Prophet Mohammed (S.A.W.S)”. 90.0% of the students have said the most of the teachers never advised to read the sacred books other than of their religion and 66.7% of them have said that teachers indirectly underestimate other religions through illustrations. Further a majority of the students (78.4%), teachers (82.9%), Heads of Institutions (95.8%) as well as members of Boards of management (83.8%) either prefer inter caste marriage or prefer to visit religious places other than their religion but 39.2% of the students, 57.6% of teachers, 70.8% of Heads of Institutions and 49.5% of members of Boards of Management preferred to be at the areas where their fellow religious men are living in the city and the highest per cent of the students (78.4%), teachers (45.5%), Heads of Institutions (58.3%) and members of Boards of Management (47.8%) have close friends belonging to their respective religions or communities. No sampling educational institution has conducted programmes like essay writing, debates, discussions, seminars and invited experts to deliver lectures on communal harmony and secularism. The above discussion reveals that the sampling educational institutions have not maintained the uniform atmosphere in the campus. No doubt most of the members of the sampling educational institutions have closely adjusted and maintained intimate friendship with others irrespective of caste, religion and region. The friendly contacts were extended even outside the campus but should not be restricted only to persons and friends within the campus. This speaks of the secular character of the members. It is clear from the above discussion that the sampling educational institutions have no doubt created external secular atmosphere in the campus, but have not prepared internal minds of the students for more effective and successful communal harmony and secular attitudes.

It is thus clear from the above discussion that the sampling educational institutions have not given any special attention towards the strengthening of the feelings of national integration among the students and have not participated actively in the most
valuable process of training and maintaining the most significant democratic values among their members in the campus. As such the sampling educational institutions have no doubt created external secular atmosphere in the campus, but have not trained their minds for communal harmony and secular attitudes. This reveals that the contribution of the sampling educational institutions in achieving the most important goals of National Education Policy is not fully realised.

In the seventh chapter an attempt has been made to identify the contributions of the sampling institutions in the socio-economic development of the Muslim community in particular and community in general.

The study reveals that the sampling minority educational institutions are no better than other formal educational centres. There is no significant relationship between their ideals and their practical role. They have fully concentrated their attention on formal education and that too for the sake only of name and fame. Most of these sampling educational institutions began with the zeal of bringing all-round development of the Muslim community but in practice they limited their activities only to formal education.

The highest per cent of the sampling educational institutions have not concentrated on organising special programmes in community developmental aspect, improvement of academic excellence among the Muslim students, and financial support to poor Muslim students except distribution of scholarship to a few meritorious Muslim students. Also the sampling educational institutions have completely neglected some of the problems like early marriage, child labour, street / neglected children, even though such problems directly affecting the dropout rates among Muslim students. Whatever the programmes organised by the sampling educational institutions were organised only for the students who are studying in their respective educational institutions. They are least bothered about the Muslim students who are studying in other educational institutions. Very less per cent of the sampling educational institutions have significantly and successfully contributed in socio-economic upliftment of the Muslim community.
Only 16.6% of the institutions have opened orphanages and conducted coaching classes for various competitive examinations, inter institutional competitions in debate, discussion, seminar, essay writing provided financial facility in the form of study loan to gifted students who are unable to continue their education due to their poverty. Again 16.6% of the institutions have organised special programmes to improve the awareness among Muslim parents about the significant of education, to bring rural Muslim students to schools / colleges, and to the modernise and bring attitudinal changes among the Muslims. 33.3% of the institutions have provided free books and uniforms to poor Muslim students. 66.6% of the institutions have provided scholarship facility in addition to government scholarships, training facility to the Muslim women in various job oriented courses, and the facility of Arabic education to Muslim students. And all 100% of the institutions have made special arrangement for the education of Muslim women at least up to High School level. And no institution has been conducted any coaching camp for dull students, special classes in moral education, guidance and counseling programmes, programmes of mid-day meals free hostel facility to the poor Muslim students and no institution has been conducted any programmes to bring awareness about sanitation, hygiene, mal nutrition and family planning among the poor Muslims.

Based on the above discussion we can say that the contributions of the highest percentage of the sampling educational institutions in socio-economic upliftment of Muslim community through organising programmes in community developmental aspects, improvement of academic excellence among the students and financial support to poor Muslim students is not very significant.

The researcher has briefly discussed the main problems of the sampling educational institutions in the eighth chapter. Except for a small number of privately managed educational institutions which have maintained a high standard of educational efficiency and quality, and have been doing meritorious service in the field of education with service motto, a large number of privately managed educational institutions in India are weak, even undesirable and incapable to fulfil the growing needs of the students and demands of the situation. The sampling educational institutions too are not exceptions to such problems. The main problems of the sampling educational institutions have been

The highest per cent of the Heads of the Institutions of sampling educational institutions have said that the administrative problems of the sampling educational institutions are chiefly related to lack of freedom to undertake any developmental activities in the institutions (75%), unnecessary interference of external authorities like political leaders and the members of Boards of Management in administrative affairs, the problems of regular release of the grants, sanction of new courses and essential posts, nominal representation of Heads of the Institutions in Boards of Management meetings (41.6%) lack of immediate action by the Boards of management with regard to any requests, notice or demands (37.5%), lack of training facility to the administrators (70.8%), lack of hearty co-operation by the teaching and non-teaching staff (41.6%) and no scope for the ideas, opinions and suggestions of the teachers (59.1%).

The main academic problems of the sampling educational institutions are except 33.3% of the sampling educational institutions no other institution has conducted any special academic improvement programmes to the students and only 16.6% of the institutions conducted such programme for teachers. Lack of seriousness about the attendance of the students is observed. No sampling educational institution has any system to take action against the students who are continuously irregular to the classes. The highest per cent of the students have said that except a few, majority of the teachers have given regular assignments (44.5%) and special tests are conducted and (57.1%) have made their proper corrections. 65.1% of the students said that most of the teachers have not given any sort of suggestions and feedback to those students who have not correctly written the given assignments and scored less number of marks. The highest per cent of the teachers have said that (81.7%) lack of academic interest among the Heads of the Institutions, (81.7%) no scope for professional growth among the teachers, (72.9%) lack of academic freedom to the teachers and (87.5%) lack of scientific observation of teaching learning process are their main academic problems.
As far as the management problems are concerned more than 66.6% of the Boards of Management of the sampling educational institutions are dominated by part time and un-trained office bearers and other executive council members. The highest per cent of the Heads of the Institutions and teachers said that the main purpose of the majority of the members to become members of Boards of Management is to improve their social status in society, (29.1% of Head of the Institutions and 20.8% of teachers), to get personal benefit (25.0% of Heads of the Institutions and 26.4% of teachers) and still some of the members have no purpose at all. Majority of the members always prefer to discuss in their informal discussion with teachers and Heads of the Institutions social and political issues (29.1% of Head of the Institutions and teachers), and campus controversies (25.0% of Heads of the institutions and 23.5% of teachers). Majority of the members are unable to control and manage the sampling educational institutions due to lack of sufficient knowledge of management (20.8% of Heads of Institutions and 23.8% of teachers) and being most busy in their business and other activities (16.6 of Head of the Institutions and 12.6% of teachers). Thus, the management problems are mainly concerned with the Boards of Management of sampling educational institutions are dominated by part time, untrained office bearers and other executive council members, lack of interest in institutional progress, academic improvements and educational development among the members of Boards of Management. Majority of the members are unable to control and manage the sampling educational institutions due to the lack of sufficient knowledge and most busy in their business activities.

The sampling educational institutions have also been facing some other problems such as the students of the institutions are most irregular to the classes, and lack of job satisfaction among the teachers (69.3%). The Heads of the Institutions (57.6%) and members (71.4%) of the Boards of Management are not fully satisfied with the service of the teachers due to the lack of interested, dedicated teachers and the lack of in depth subject knowledge among the teachers.
Suggestions:

1. The institutions should often conduct some programmes for their students or inter school/college students in order to improve the competitive spirit and the academic standard of the students through seminars, discussions, debate, declamation contests, plays, quiz competition, symposia, poetic symposia, exhibitions on current topics, invite experts for special lectures and pay individual attention towards dull and intelligent students etc.

2. The main problem of Muslim minority educational institutions is that the quite large number of the students have remained irregular to the schools/colleges and to the classes. Hence the institution should concentrate more on the attendance of the students and strictly take necessary action against such students.

3. Majority of the students who are studying in Muslim educational institutions are poor and they expect immediate result of their education. Hence the institution should train the students in some arts and crafts right from Primary and High School level along with their regular school subjects. It means modifying the general schools on the line of Junior Technical Schools.

4. Arrange free coaching facility for various entrance examinations such as B.Ed., Medical, Engineering, M.B.A., other such post graduation courses, and for higher services such as state administrative services, All India Administrative services, central Banking services to the students sampling educational institutions in the school/college campus.

5. Provide free hostel facility to the poor Muslim male and female students.

6. Open a guidance and counseling center in every minority educational institution in order to provide guidance and information with regards to employment opportunities, selection of careers, availability of financial and other assistance for setting up of small scale/cottage industries and other avenues of gainful self employment.

7. Adequate representation of minority managed educational institutions in the scheme for computer literacy and provision of incentives especially to female and poor students.
8. The sampling educational institutions should be maintained controlled organisational climate far better academic performance of the students.

9. The sampling educational institutions should give adequate attention towards the implementation of goals and objectives of National Education Policy.

10. The educational institutions should often conduct the meetings of all educational institutions of the city at student, teacher and management level. Such types of meetings will help to bring nearer all the students, teachers and management of various educational institutions of the city and provide an opportunity to discuss the various effective methods of teaching, their school/college environment, problems of the students, teachers and the management and their solutions, discuss the level and way of progress, and future plans of educational institutions and their implementation etc. This will directly or indirectly help to understand each other and develop a sort of unity among the members of all educational institutions.

11. Collective thinking, participation and the spirit of service are the need of the hour to enhance the educational status of Muslims in India. Hence it is the moral duty of every literate person to awaken, encourage, and organise the Muslim enmasse towards educational advancement. The Muslim leaders, elites, and intellectuals organise a mass movement for 100 per cent enrollment of children at primary level in nearby schools.

12. The Muslim leaders find it easier to climb up the leadership hierarchy by focussing the highly emotional, cultural issues like Muslim personal law, Urdu language, mosques and burial grounds. They fail to tackle the genuine educational and economical problems of the Muslims in a pragmatic manner. Hence the Muslim leaders should concentrate more on socio-economic problems of the Muslims than highly emotional issues.

13. N.S.S. and N.C.C. units should be compulsorily introduced at P.U.C. and High School level, and motivate the students to take active participation in camps.

14. Heads of the Institutions should concentrate equally on administrative as well as academic activities, and give sufficient attention towards the professional growth of
his teachers. As such the teachers should be dedicated to their service and develop a strong sense of professional commitment.

15. It is not an easy task to manage the educational institution in most modern complex societies. The well managed educational institutions only can perform successfully their duties successfully and achieve the pre-determined goals. Hence it is the duty of sponsoring bodies / organisations of our institutions to appoint full time, trained, professional managers, who are specialists in management sciences to run their institutions and organise the Board of Management with the members who are really interested in education, social service and are ready to spare some time for discussion of institutional affairs.

16. The sampling educational institutions should maintain the democratic atmosphere among the Heads of the Institutions, teachers, and students in the campus.

17. A separate center should be opened at state and central level for the study of important problems of Muslims, to monitor the progress of Muslim participation in education, scholarships, jobs, bank loans, industrial units and implementation of various measures in order to eradicate poverty.

18. Similar studies in other districts of Karnataka should be undertaken to bring out the contribution of Muslim minority institutions in socio-economic upliftment of the Muslim community in particular and the community in general.

19. The researcher feels necessary to conduct a study on the role of Muslim voluntary organisations in socio-economic development of Muslim community in Karnataka.

20. The investigator feels that one should undertake a study with regard to the extent of achievement of the goals of National Educational Policy by the Muslim managed institutions which runs purely professional and technical colleges.

21. It is also essential to study the extent of political influence responsible for the growth of Muslim minority educational institutions and vice versa.