CHAPTER - V

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- Suggestion for improvement of urdu medium school in Gulbarga.

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Suggestion for improvement of urdu medium school in Gulbarga.

The importance of education can hardly be over stated. It opens the door to progress in all fields. Education has the two fold goals for individual's development according to his potentialities and socialisation so as to make social development possible. Thus education tries to help an individual to be his best self and the society to be peaceful progressive and ever developing. No country in the world can hope to achieve individual and social development by neglecting education. The education of its children and adult belonging to any sub-group of the community as a whole is, therefore, important. The development of any country depends upon the development and utilization of the talents and potentialities of all sections of the society. Therefore, necessary steps have to be taken in education the muslim community to promote their own interests in particular and the larger interest of society in general.\footnote{1}

The muslim in India constitute 12\% of the total population and so form a very large religious and linguistic minority. If facilities for the education of muslim children and adult are not provided adequately, it amounts to neglecting a large part of the nation's population and keeping them backward both educationally and economically. In such a situation a large part of the national community will be able neither to develop itself nor make its contribution to the development of the nation. Therefore it is now universally recognised that no country which wants to transform itself for the better can afford to
neglect the education of any sub-group of its national community.

Keeping the above facts in view, the government of India has introduced in its constitution some provisions conferring special right to minority for their protection and development. The articles 29 and 30 bestow special rights to the religious minorities to open educational institutions of their choice, to take such measures as are necessary for the protection and development of their language, of their culture etc. At the same time for equalisation of opportunity of education employment and representation, reservations in education, job and legislation have been adopted for the weaker sections of the Indian community. Unfortunately no much special measures are provided for the Muslim minority community.

The educational and economic backwardness of the Muslim community in India has been widely accepted. In the discussion of the NEW EDUCATION POLICY introduced in 1986, the union home minister has officially made a declaration about the educational backwardness of the Muslim. Some independent studies under taken by eminent person to assess the backwardness of the Muslim in different part of India. (Already mentioned in chapter - II of this report) have amply proved that the Muslims are educationally more backward than some other comparable minorities like the scheduled castes and scheduled tribes.

As regards the education position of the Muslims in contemporary
India, the study shows that their literacy and educational level is comparable to the most backward castes among the Hindus and female education among them is worse than the scheduled castes and scheduled tribes while economic poverty is one of the most important reasons for the educational backwardness of the Muslims educational backwardness is itself an important reason for their economic backwardness. Without money one cannot get quality education, and without quality education one cannot earn money. It is this vicious circle into which the Muslim community has fallen today. As the education level of any community or any of its sub-group affects and is affected by its economic condition, the government should take care to see that academic as well as technical education reaches all the individuals and sub-groups in the country.

If there are imbalances, there will be discontent and disharmony in that community. This is detrimental to both the neglected sub-group or groups and the community as a whole. The Muslim minority in India which is a large sub-group in the Indian society has remained economically and educationally backward inspite of special right to the Muslim minority. The present investigator being herself a Muslim was and still interested in discovering the extent of educational backwardness of the Muslim in her own district namely Gulbarga. When she found that no systematic study had been undertaken by any research scholar to assess the extent and causes for educational backwardness of the Muslims in the North Karnataka region, she decided to undertake the study of the condition of Urdu medium schools in the city and district of Gulbarga.
For effective performance of the school system it is necessary for the government and the community to provide adequate in-puts both human and physical. The investigator decided to find out through her study the position of Urdu medium high schools with regard to physical facilities like the school buildings, laboratory, library, teaching aids and play ground. She also decided to assess the condition regarding human inputs like the heads of schools, teachers, the managers of education, the local muslim leaders with reference to their interest and opinion of muslim education, the parents with reference to their involvement etc. Accordingly the investigator prepared and used questionnaires as tools to collect data. The collected data and interpretation have already been provided in chapter IV. As a result of her interpretation of the collected data she arrived at the following important findings with regard to the condition of different aspects / factors or inputs; and the general standard of Urdu medium schools in the city and district of Gulbarga. These findings and conclusions are as follows.

**Condition of physical inputs:-**

The most important physical inputs are the physical facilities like the school building, laboratory with adequate science equipments, library, teaching aids, text books and the playground. The present study has brought to light the condition of each of these inputs as follows.

1. **Building:** From QHT4 (Table No.4 of the questionnaire for the Heads of institutions.) it is observed that 80% of the school buildings are owned by
the managements and 20% of the schools (all private) are run in rented buildings. Regarding the nature construction, 70% of the school buildings are Pukka concrete buildings and one is a tin shed. From this it can be concluded that 20% of the schools do not have their own school building.

The government of karnataka does not give any special grant for school buildings to meet the expenditure either partially or fully as a result of this some private schools continue to be housed in private buildings whose owners do not care to undertake even minor repairs promptly some of these buildings leak in the rainy season creating disturbance to the regular teaching work. The condition of schools running in tin sheds is equally bad because in the rainy season, even if they do not leak, the sound of the raindrops on the tin roof prevents the teaching work. Hence it is necessary both for the state Govt. and also the rich members of the community to come forward with financial help to schools to construct their own school buildings, so that the academic work does not suffer due to unsuitable school buildings.

2. **Library**: From QHT it is observed that while majority of the schools have a library containing books both for students and teachers. Some schools (15%) do not have any library at all. Regarding the use of the library books by the students, the same table shows that about 25% of the students do not use the library at all, either because their school has no library or because they have not developed the habit of reading. So it can be concluded that some schools do not have the library facility and in some schools inspite of the presence of the library the students are not making use of the library books.

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Considering the above condition, the investigator thinks that it is necessary for private managements not only to provide the library facilities wherever it is not there, but also for the school to encourage the students to develop the habit of reading books both textual and general. The inspecting authorities should visit the library during their inspections and enquire about the effective use of the library facilities by both teachers and students. The investigator suggests that the school authorities must select suitable books for different standards and keep these books in boxes. There should be library periods and during this period the teachers should pick up books from the relevant boxes and give them to the students for reading. Students should be asked to maintain a diary in which they should note down the name of the books and their author read by them. They can continue to read the same book in the next library period. These class wise sets of books can also be used for issuing books to the students for reading at home.

**Teaching aids:** QHT16 (table no 16 of the questionnaire for heads of institutions) shows that all the 20 schools in the sample possess adequate teaching aids. It means that the school have adequate number of maps charts and models as reported by the respondents. However only 35% of the schools posses T.V sets and projectors. Majority of the urdu medium schools do not posses these audio-visual aids, which are very useful both for instuction and information. Hence it is necessary for managements to provide them to their schools. From QTT9 (Table No.9 of the questionnaire for the teachers) it is observed that while majority of the teachers are using the teaching aids either (275)
very often or sometimes, some teachers are not using the teaching aids on account of non-availability or other reasons. For clearer and better understanding of the lessons/topics it is necessary that the teachers make the best use of the teaching aids available in their schools. In this regards the heads of the institutions must insure that the teachers use the teaching aids without fail.

4) Laboratory equipments:- QHT15 (Table No. 15 of the questionnair for heads of institutions) shows that 75% of the head masters have reported that their schools have adequate science equipments in their labs, 5 out of 20 i.e; 25% of the respondents have stated that they do not have adequate science equipments in their schools for want of sufficient financial resources to purchase them. Demonstration of science experiments which is essential for teaching of science is not possible without adequate science equipments. In the modern age science and technology have become most important for any progressive and developing country. The science teaching in the high school classes lays the foundation for the higher education in science and technology. It is a serious drawback of our educational system that many schools do not have a separate lab hall and sufficient scientific apparatus and chemicals for the teachers to demonstrate experiments in science. In fact in the curriculum of science at the secondary stage, in karnataka, some experiments have to be performed by the students themselves in each of the three high school classes. When 25% of the Urdu medium high schools do not have adequate equipments even for the teachers to demonstrate the experiments,
performance of at least a few experiments by the students themselves is simply ruled out. This is very miserable condition about science education. The department of education and the managements of schools should chalk out a plan for providing at least the minimum of science equipments to all those schools in which the labs are poorly equipped. Any neglect of this aspect of school education amounts to harming the future of the students and of this country.

5) **TEXT BOOKS:** QTT7 (Table No.7 of the questionnaire for teachers) shows that while 82.5% of the teachers are satisfied with quality of the text book. 17.5% of the teachers are not satisfied with the text books for various reasons like sub-standard language, uninteresting matter, lack of proper arrangements of ideas etc.

Regarding the availability of text book, QSPLEPT6 (Table No.6 of the questionnaire of political leaders, and educated people) shows that 36% of the respondents have recorded their dissatisfaction with the availability of book. They think that students find it difficult to get all the books in time at the beginning of the year. It is to be remembered in this connection that the preparation and production of the school books have been nationalised in the state of Karnataka as many others states. The non-availability of books to a large number of students even in a few subjects can hampers the education in these subjects. The text book is an essential tool in the hands of the teachers and students. As the books are prepared by experts, the teachers safely and conveniently depends on them. If the books are not available to the students and teachers in time at the beginning of the academic year, the

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studies in these subject can neither commence in time nor can be completed during the year. While experienced and resourceful teachers may do some work in their classes. By refering to the syllabi in their subjects, many teachers sit idle blaming the government and the department for the non availability of the book. Hence in the interest of education, it is necessary for the department of public instruction and the directorate of text books to get the books prepared printed, bound and to make them available at reasonable price in the markets throughout the state.

6) PLAY- GROUND:- From QHT4 (Table No.4 of the questionnaire for heads of institution) it can be seen that only 40% of the schools have spacious play ground for major games. 40% of the schools have only small open space which can be used for minor games. 20% of the schools have neither play grounds for major games nor even small open space. Only 8 out of 20 schools have play-grounds for major games, the other 12 schools (60%) do not have the play-ground facility for major games. Thus the condition with regards to play ground and facility for games is far from satisfactory. The facility of the play ground and its effective use are immensely important in the formative year of children. Games are an integral part of education. They ensure not only physical growth and development but also help in the development of the mind. They inculcate in the students good habits and good qualities like regularity, punctuality, obedience, team spirit, co-operation etc. Children learn to suppress their personal interests to the interests of the group. All these qualities make them good citizens and good members of the society. Hence the play ground is called an uncovered school. Therefore the non-provision of
play ground and games facilities is a serious drawback of any educational system. As shown in the above paragraph many of the urdu medium high schools, selected as a sample by the present investigator do not have the play ground and adequate facilities for games. The government and private managements should try to provide play grounds and games materials to all the schools. If it is not possible to provide a play ground separately for each school, the managements of private schools and district authorities should sit together and plan for sharing of the existing play grounds and stadium by all the schools by drawing out a time table allotting different days and timings for different schools.

To sum up the condition regarding physical input of urdu medium high schools in the city and districts of gulbarga, it can be said, from the above findings, that

a) 20\% of the schools are running in rented building and one in a tin shed, the investigators hypothesis that not all managements of urdu medium school own buildings for their school stands proved.

b) Some urdu medium schools do not have any library and more than 25\% students in schools having libraries do not read library books, the hypothesis that some schools have not provided library facility stands proved.

c) That since only 35\% of the schools possess electronic gadgets like T.V sets and projectors and some teachers do not use any teaching aids on account of non-availablity and other reasons, the hypothesis about use of teaching aids stand proved.
d) 20% of the schools have no adequately equipped laboratories. The condition of science teaching is unsatisfactory and so the hypothesis about inadequacy of science equipments is proved.

e) 17.5% of the teachers are not satisfied with the quality of the text-book and 35% of the local leaders and educated people are not satisfied with the timely availability of the text books, the hypothesis that all is good with the text books stands partially disproved.

f) 60% of the schools have no play grounds for major games, the hypothesis that many schools do not have play grounds stands amply proved.

**Hypothesis**

The hypothesis with regard to physical inputs of the Urdu Medium high schools as formed by the present investigator are as follows:

a) Not all managements of Urdu Medium High Schools in the city and district of Gulbarga have their own buildings for their schools.

b) Some Urdu medium schools are not able to provide good library facilities to their students.

c) Not all Urdu medium schools have adequate teaching aids and the teachers do not make an effective use of these.

d) Some Urdu medium schools do not have well equipped laboratories.

e) As the preparation and production of school text books has been taken over by the government, books of good quality are made available in time to the students and teachers.

f) Many of the Urdu Medium Schools do not have a play ground for major games. (280)
Suggestions for improving the condition of Urdu Medium schools

1. With the rapid expansion of secondary education in the post independence period in the city and district of Gulbarga it is now observed that there is at least one Urdu Medium high school for every ten thousand of Muslim population or a part thereof. However, today the more urgent need is to improve the quality of instruction by providing adequate inputs and ensuring more effective utilisation of the available physical and human resources. In view of this the investigator modestly submits the following suggestions for improving the condition of Urdu Medium schools in this district.

2. Suggestions for improving physical inputs

a) The study has brought to light that some schools running in rented buildings, whose owners do not undertake timely repairs, suffer in the rainy season on account of leaking roofs. The state government which presently provides only salary grants should provide special grants to private managements for constructing buildings for their schools.

b) The study has shown that some Urdu Medium schools do not have adequate science equipments even for demonstration of the necessary science experiments. Hence it is suggested that private managements and also the Govt. should provide adequate science equipment to all the schools. No student should be deprived of the pleasure of experiment.

c) A few Urdu Medium schools do not have a library of their own and in some other schools a large number of students do not make use of the
available library service. Hence, there is need not only to provide library facility in some schools but also to encourage the habit of reading in the students. The investigator has already made a suggestion to maintain sets of selected books, suitable for different classes and to use them during the library periods to be provided in the school time table.

d) Though most of the schools have reported of having teaching aids like maps, charts and models, some teachers have stated that they do not use them effectively. The headmasters and also the inspecting authorities should ensure proper use of the available teaching aids. In 65% of the schools, the technological aids like projectors and T.V. sets are not available. Private managements should try to contract rich members of the community and try to raise funds for this purpose.

**Human inputs - Teachers**

The recruitment of good and qualified teachers is an important requisite for quality improvement in education. It is observed that majority of the managements do not consult the headmasters in the matter of recruitment of teachers. This generally happens in the case of unaided private schools. The education department must lay down some procedure for the selection of teachers. There should be a committee constituted for purpose of selection of teachers. The committee should consist of Head of the school, representative of Teachers, representative of the Government department, secretary and chairman of the management.

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b) The study has shown that a very small number of teachers of Urdu Medium schools get an opportunity to attend inservice training programmes organised by the department. Hence it is suggested that both the department and the association of secondary teachers should organise inservice training programme and ensure participation of the Urdu Medium teachers. The private managements should encourage their teachers to secure higher qualification externally. The professional growth of the teachers is important for improvement of the academic standard of students of Urdu Medium schools.

c) Not every one of the good teachers is fortunate to get the state or national award. Private managements should make it a point to honour deserving teachers for their good performance. There should be public recognition of services of teachers. This will motivate them.

Human inputs - Head masters

a) Many private managements have not given representation to the Head masters in the managing committee. The Govt. of Karnataka in its recent Education Act has laid down a condition that due representation should be given not only to the Head-master but also to the teachers in the managing bodies.

b) The study has shown that in some Urdu Medium schools there is too much of interference of the management in the day to day school affairs. Hence it is suggested that the parents and local leaders should try to bring pressure on the management so that the Head masters get reasonable freedom in running the schools.
Human inputs - parents

Parents can contribute a lot towards improving the academic level not only of their own children but of all the children in a school. It is necessary for the parents to realise their responsibility towards education in general and to the particular schools in which their children are learning.

By their active involvement in the affairs of the school, they can indirectly influence the tone and functioning of the school. The rich and educated parents can donate books and other articles useful for the school. The study has shown that though majority of the parents show interest in the home study of their children they do not show the same enthusiasm in attending school functions and teachers' parents association meetings and generally in understanding the difficulties of the schools and in co-operating to solve them. Hence it is suggested that both the department of education and the association of teachers must organise programmes to educate the parents to show them the ways in which they can help to improve the functioning of the schools.

Private managements :-

a) The study has brought out the opinion of some managements on the attitude of the Z.P./Department Officers towards Urdu Medium schools. The attitude, in their opinion is not favourable and impartial towards them. There is need for removing misunderstanding between these agencies. The managements should conduct periodical surveys of children of school going age and ensure cent percent enrolment. At the same time it is necessary for managements to take suitable steps to minimise the rate of drop out.

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Hence it is suggested that private managements and the Head-master who are facing difficulties in dealing with the officers of the department or Z.P. should seek the help of the local leaders to sort out the differences and normalise their relationship with the Z.P / Department.

b) Considering the short comings of Urdu Medium schools interms of physical inputs like building, library, laboraties etc it is suggested that the state Government should come forwards with special grants for school buildings, laboratories etc to meet these requirements. At present the Govt. of Karnataka is giving only 100% salary grants but it is not giving any other grant. Secondly the waiting period for the salary grant needs to be reduced from 7 to 3 years.

c) Though private managements are conscious of the objectives of running Urdu Medium schools and are convinced about the need of Urdu Medium for the development of Urdu language and protection of muslim culture, they also feel that education of muslim children in kannada or English medium would be more beneficial for higher education and for securing better jobs. The muslim managements as well as leaders appear to be caught in a dilemma. The investigator personally feels that it is necessary to organise especial coaching classes in English and Kannada for the muslim students who are receiving education through Urdu Medium. The organisation of such special coaching by local leaders and private managements, it should be ensured that the Urdu Medium students are proficient in Kannada and English and can complete with the students of these media.

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Leaders/educated people:

In a democratic country like India enlightened citizens are to be prepared and who are fully aware of their rights and duties who can effectively criticise and influence the policies and programmes of the Govt., who can function as a watch dog on the administration and functioning of educational and other institutions. If the general public is not fully aware or is indifferent to education, it becomes increasingly the responsibility of the leaders and educated people to ensure proper functioning of educational institutions. The leaders of the community and educated people need to take interest not only in setting up institutions as is done presently but also in ensuring proper functioning of schools and achieving high academic standards. This will do a great service to the community. The leaders can be linked between private managements and the department in bringing these closers. They can also bring pressure on the Government to provide special grants to private managements for buildings and other educational purposes. They can influence the rich members like businessmen and professionals to help private managements to improve the physical facilities in schools. Hence it is suggested that private managements should try to involve local leaders by acquainting them with the needs and problems of their schools and the ways in which leaders can help the educational institutions.

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Suggestions for removing educational backwardness of Indian muslims in general.

1. There should be a clear understanding among one and all communities that educational backwardness of the muslims is a national problem and not merely a problem of the muslims. Discontentment due to educational and economic backwardness in any sub group of the Indian population harms the cause of national integration and weakens the unity and strength of the nation. Hence it is necessary for the majority community to realise this fact and bring pressure on the government to take prompt and effective steps to improve the educational facilities for the muslims.

2. The role of muslim leaders is very important in the removal of the educational backwardness of the muslims. Instead of taking up insignificant religious and cultural issues, they should apply more of their energy towards demanding and providing increased facilities for muslim education both of general and technical type.

3. The muslim community should be educated by its leaders regarding the need and importance of modern and secular education, particularly of science and technology which can modernise the community and to brighten its prospects for material prosperity. The rich in the community owe much to their less fortunate brethren. They should come forward with liberal donations to muslim institutions and the institutions should make properly use of these funds.

4. Mr. Iqbal A. Ansari, after analysing some inhibiting factors which explain
lack of motivation among muslims for formal education (like sense of insecurity, a perception of discrimination in jobs, an escapist religions leadership, lack of a sense of mission etc), has stated that any prescription for amelioration of the lot of the muslims through education must be based on the following:

a) To free muslims from their siege mentality and to counter attempts at their ghettoisation.

b) To bring about radical change in muslim social life style.

c) To explore a sense of mission not for communal self-aggrandisement, but for emphasising universalistic aspects of Islamic humanism. This will provide a cure for many of the ills that the muslims suffer from including the siege mentality and sectarian divisioner and pursuit of vanity.

d) To provide motivation and infrastructural facilities to muslims occupied in handicrafts, trades, cottage industries, farming, etc., towards making education meaningful to them.

e) Asking talented educated muslims abroad, who can render service to the community by their expertise, to return to the country.

f) In view of the officially recognised educational backwardness of muslims, it is now for the muslim leadership to get the New Education Policy and Programme of action concerning muslims materialised. The government has already provided for opening of coaching centres for minorities. Provision of in-service training programmes for teachers of muslim institutions is also under way. Demands for making allocation of funds and educational facilities on a differential basis for muslims will be in keeping with this policy.

g) Again in view of the declared educational backwardness of muslims, a demand for protective discrimination in their favour in admissions by way of
affirmative action of the state is the only mechanism for equalisation of
opportunity in education for them.

h) A review of the syllabuses and curricular programmes of institutions of
traditional religious instruction is one of the urgently needed step that the
community can take to be able to meet the challenge of modernity to Islam as
well as for making traditional education more relevant.

5. The union government's programme of action under the New Education
Policy has listed many steps. Some steps proposed to be taken for the
education uplift of the muslims are given below:

(i) Setting up of community polytechnics in muslim concentration
areas.

(ii) Evaluation of text books from the stand point of national
integration.

(iii) Orientation programmes for principals/managers and training
programmers for teachers of muslim educational institutions.
Resource centres for such training have already been estab-
llished at Aligarh Muslim University, Jamia Millia Islamia, Osmania
University and Dr. Baba saheb Ambedkar Marathwada University.

iv) Early childhood education centres.

v) Teaching of science, mathematic and English on a voluntary
basis in traditional muslim schools.

vi) Availability of text books in minority languages and setting up of
printing facilities in minority languages.

vii) Evening classes for children of artisans/agricultural labourers.

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viii) Scheme for remedial coaching.
ix) Computer literacy in school education.
x) Technical and vocational courses.
xi) Setting up of crafts training institutes in Muslim artisan concentration blocks, with 80 percent seats for artisans children.
xii) Opening of schools for Muslim girls appointments of women teachers, opening of girls hostels, and provision of incentives like mid-day meals.
xiii) Setting up of libraries, reading-room in Muslim areas.
xiv) Recognition of minority institutions.
xv) Location of schools in districts with Muslim concentration.
xvi) Periodic surveys assessing increase in Muslim literacy and educational attainment.
xvii) Scholarship schemes.
xviii) Muslim presence on various education boards and advisory committees at central and state levels.
xix) Monitoring cells at the centre and in the states for monitoring effective implementation of all measures listed here.

It would appear from the above programme of action for Muslims that if it is translated into action with sincerity it would go a long way towards removing Muslim educational backwardness in terms of provision of infrastructural facilities. The large number of items that figure in the programme, however, relate to state governments, all of which will not pursue them with same enthusiasm.

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There is often a wide gap between a good plan and its prompt and effective implementation. The bureaucratic lethargy, lack of publicity by the press and lack of awareness among the target population are common hurdles on the way. The Muslim leaders should strive to bring an organised pressure on the union and state governments for early implementation of the programme of action proposed under the new education policy.

In a seminar on "The Muslim situation in India", organised by the Institute of objective studies' New Delhi in 1987 Mr. F.R. Faridi who had been asked by the organisers to summarise the salient points raised in the seminar states, that in some part of the country, such as Maharashtra, Madras and Andhra Pradesh, Dr. A.V. Shaikh noted that the community has taken commendable strides in the field of technical and general education. He presented formidable statistics of Muslim educational institutions developed after India became independent. As an example of the innovative dynamism of Muslims in that region, he cited a number of Urdu Medium technical and engineering institutes prospering in that part of India. If Muslims in these parts can achieve progress in Muslim education why can they not achieve such progress in other parts of the country. The investigator is quite optimistic about the Muslim enterprise in the Hyderabad. In Karnataka State the community is becoming more enterprising than what it was in the past. At present its educational progress in the district of Gulbarga and its surrounding areas is quite satisfactory. The investigator is quite confident that its future is brighter than its present.
Suggestions for further Research :-

1. It is suggested that such research studies should be undertaken in all the districts of Karnataka state so as to have better picture of educational attainments of muslims.

2. This study has not investigated wastage and stagnation of students at different levels in urdu medium school. It would be worth while to undertake such a research where this is done.

3. The researcher has confined her study to urdu medium school. It is suggested that some research is done where a comparative study of Urdu Medium and kannada medium schools are made.
References

1. Mohammed Peer; Muslim education in India problems and prospects; Mangalore; 1991; \( P_{120} \).

2. Ibid; \( P_{116} \).

3. Iqbal A. Ansari; The Muslim situation in India; sterling publishers, New Delhi; 1990; \( P_{38} \).