

CHAPTER 1

CONCEPTUAL FRAMEWORK

The highest result of education is tolerance.-Helen Keller

1.0 INTRODUCTION

Philosophers and thinkers from Socrates and Plato down to Dewey and Gandhi have tried to define education in accordance with their own philosophy of life. The definitions change because education deals with the ever-growing and ever-changing society. The four fundamental elements of education – the educand, the influence of the environment, the heredity and the time --- are dynamic. Man or the educand, has passed through many stages in the process of evolution. Consequently the process of his education has always been growing and changing.

Let's look at some of the important definitions of education which would enable us to have a wider perspective of the term 'education'.

To Aristotle, education meant 'creation of a sound mind in a sound body'. According to Pestalozzi, it was 'Natural, harmonious and progressive development of man's innate powers.' For John Dewey education meant 'development of all those activities in the individual which will enable him to control his environment and fulfill his possibilities.' Gandhiji said, "By education I mean an all-round drawing out of the best in child and man, body, mind and spirit."

For Tagore education implied "Enabling the mind to find out that ultimate truth which emancipates us from the bondage of dust and gives the wealth not of things but of inner light, not of power but of love, making this truth its own and giving expression to it." Sydney J Herrish looked at education very differently. To him, 'The whole purpose of education is to turn mirrors into windows.'

1.01 REASONS FOR DIFFERENT INTERPRETATIONS

1. Complexity of human personality.
2. Complexity of human environment.
3. Different philosophy of life.

4. Different theories and practices.

1.02 EDUCATION PLAYS AN IMPORTANT ROLE IN THE SOCIAL LIFE IN THE FOLLOWING MANNER.

- a. Education is the backbone of society and is the basis for growth, progress and development of any country.
- b. Education provides for better job opportunities, employment to individuals.
- c. Providing better education and training will develop more skilled and innovative workforce who can contribute in the growth of the economy
- d. Education broadens one's horizon, brings about innovation, entrepreneurship.
- e. Transforms the population from a liability to an asset who can contribute in national income besides raising their own standard of living.
- f. It makes people more aware and politically vigilant.
- g. Education improves the quality of human population who further contribute in the growth and development of the country.
- h. Literate population is more aware about family planning, better nutritional and health standards.

1.03 UNDERSTANDING DEVELOPMENT

There are different meanings of the term 'Development' because every individual has different thinking and perspective to observe or explain the things. So let's see the different meaning of the term 'Development'.

According to the Oxford dictionary, "Development means the gradual growth of something so that it becomes more advanced, stronger etc."

Development is the process where the person can see the certain changes in a particular thing, field, area, behavior or mentality. For example, today we can see the development in the technology, development in the education field lots of variation we can see, development in the country, advance technology are used in the country, the progress in each and every field it is called development.

According to the Business Dictionary, it is “the systematic use of scientific and technical knowledge to meet specific objectives or requirements.”

Development, evolution and progress mean a progression from a simpler or lower to a more advanced, mature, or complex form or stage: the development of an idea into reality; the evolution of a plant from a seed; attempts made to foster social progress.

1.04 ‘DEVELOPMENT’ IN EDUCATION

There are many different ways to describe Development Education. Irish Aid’s definition of development education is, ‘An educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. It seeks to engage people in analysis, reflection and action for local and global citizenship and participation. It is about supporting people in understanding, and in acting to transform the social, cultural, political and economic structures which affect their lives and others at personal, community, national and international levels.’

Development education fosters the full participation of all citizens in world-wide poverty eradication, and the fight against exclusion. It seeks to influence more just and sustainable economic, social, and environmental, human rights based national and international policies.

1.05 DEVELOPMENT OF SCHOOL

School development is a systematic approach to change at the school level designed to guide and focus a school towards the achievement of its mission - enhanced student learning.

The figure below represents a School Development Model. The documents and templates required to complete each component of the model are contained within that component.



Figure 1 Showing components in development of school

1.06 EDUCATIONAL THINKERS AND THEIR VIEWS ABOUT PHILOSOPHY OF EDUCATION

RABINDRANATH TAGORE

“There is no death for Rabindranath Tagore. He is immortal in our history and his writings will fill our hearts for all times to come” said Dr. Sarvapalli Radhakrishnan

Tagore was an ‘individualist’ and ‘naturalist’. He believed in the right and freedom of the individual to shape his life in his own way. But in the individual’s development he ultimately wanted the unity of mankind. He said that every individual is different

from another and everyone is unique. In every one of us the creator manifests in a unique, though imperfect manner and every individual tries to realize the creator in his own way. Rabindranath Tagore wished that human beings should have a close communion with nature and with its purifying and vitalizing influences.

“Experience of the spiritual world, religion as the right center of life’s activities and the unity of thought and truth” was the keynote of Tagore’s philosophy.

Like the ancient sages and seers, Tagore emphasized that the aim of life should be to be prepared for the other world. He wanted man to “have access to the life that goes beyond death and rises above all circumstances.”

Rabindranath Tagore’s Educational philosophy

“Education” Tagore said, “Education is a permanent part of the adventure of life,... it is not like a painful hospital treatment for curing them of the congenial Malady of their ignorance, but is a function of the health, the natural expression of their mind’s vitality.”

To him the object of education is freedom of mind through the path of freedom though it had has its risk and responsibility too. Most people, ‘he said, had forgotten that children were living beings. They were more living than grown up people, who had built their shells of habit around them, while the children are always pliable. There for, he wanted that children should not have mere schools for their lessons, but a world whose guiding spirit is personal love. “Love and action” he believed “are the only mediums through which perfect knowledge can be obtained.

MAHATMA GANDHI

“By Education I mean an all-round drawing out of the best in child and man-body, mind and spirit. ”He said that literacy should never be the end of education nor even the beginning. “It is only one of the means whereby man and woman can be educated” .True education, according to Gandhiji, is that which draws out and stimulates the intellectual and physical faculties of the children. A sound education he believed should produce useful citizens – whole men and whole women of boys and girls.

- a. The chief tenets of his new educational Philosophy were:
- b. That there should be free and compulsory primary education.
- c. That the education should be craft centered;
- d. That it should be self-supporting.
- e. That it should be given in the mother tongue.
- f. That it should be based on non-violence.

Psychological Foundation of Gandhiji's Educational Philosophy

Mahatma Gandhi was a practical Psychologist. The theory of education that he formulated after long thought and experience was not without psychological insight. Like Rousseau he restored the child to his rightful place and made education child centric. He attached greater importance to the personality of educand than to the tools and the subjects for becoming a real teacher; he said the hearts of the children should be touched. Their joys and sorrows should be shared and they must be helped to solve their own problems. Their surging aspiration must be directed to the right channel.

Gandhiji's Aims of Education

Being an idealist and a realist Gandhiji kept ultimate aim and immediate aim of education before him knowledge of God, self-realization, spiritualism and oneness with God was the ultimate aim of education according to him.

“True education should result not in the Material power, but spirit – force .” that explains his great stress on religious and moral Education, which he thought should teach the children fundamental virtues of truth love, justice and non- violence.

God , according to him education could not be achieved by relating into jungles, but by living in a society and serving it. In the immediate aims he included

a. The Utilitarian Aim

Considering the basic needs of man's life as food, shelter and clothes, he advocated the self-supporting education. This self-supporting aspect was meant in two different senses viz., education that will help one to be self –supporting in later life; education

which meets its own way. According to the first sense Gandhiji wanted the child, at the age of 14 that is, after finishing a seven years course to be an earning unit. This was in consonance with the circumstances, obtained in India. Poor peoples' children cannot afford to depend too much on their parents after this age. With this object he emphasized 'craft'. By this he did not want to turn the child into a base mechanic, but a self-respecting citizen, who would not be a drag on the society. By the second sense of self-supporting education' Gandhiji wanted that teachers' salaries should be met out of the productive work of the children, provided that the state takes over the manufacture of the school.

b. The Cultural Aim

Cultural aim of education was not neglected by Gandhiji. Culture refines personality. But acquisition of knowledge is not enough for man. He should have the quality of mind, which may be reflected in his daily conduct. Gandhiji attached greater importance to the cultural aspect of education than to the literary.

He said "It should show itself in the smallest details of your conduct and personal behavior, how you sit, how you walk, how you dress etc. inner cultural must be reflected in your speech, the way in which you treat visitors and guests, and behave towards one another and your teachers and elders'. According to him culture is not the product of intellectual work, but the quality of the soul, permeating all aspect of human behavior. It is, therefore, an important function of education that children must be taught to have winsome conduct and the career.

c. Harmonious Development of One's Personality

As already mentioned Gandhiji meant by education, "an all-round drawing out of the best in child and mind – body, mind and spirit". Harmonious development of all powers - innate and acquired was the chief goal of Gandhian education. "True education," he said, "must stimulate the spiritual, intellectual and physical faculties of the children". This all-round education, he believed could be given through craft. His emphasis was more on 3 H's (hand, heart and head) than on 3 R's (reading, writing and arithmetic). In order to draw the best out of the child and to create real interest in him, physical drill, handicrafts, drawing and music should go side by side. He was painfully conscious of the fact that prevailing system of education was unbalanced as

it exercised only the training of the mind. Mental training, to him, appeared nothing if it was “not accompanied by a true training of the heart. It is the harmoniously developed person that adjusts to his life and environments.

d. Preparation for Complete Living

Nothing else appealed to Gandhiji more than the building of character as the chief aim of education. He made this the central purpose of education, and everything else was subordinated to this one purpose. By character Gandhiji did not mean merely a collection of certain skills, habit and principles of conduct. He regarded character as the expression of “the whole personality including its ethical and spiritual aspect”. Again he did not conceive character as an unrelated phenomenon, “something self-contained and self-sufficient, independent, of its environment.

Sri Aurobindo Gosh

In the galaxy of saints, seers, sages and prophets in India, Aurobindo outshines all because of his versatile genius sprawling over the whole human situation – man individual, man collective, man temporal and man spiritual. The gigantic sweep of his philosophy of life centered round the transforming power of man, whom he wanted to develop the “soul- force” through the realisation of Sublime Truth. On this infrastructure he built his most well- articulated philosophy of education, the genesis of which is rooted in his kaleidoscopic career and his crystallised philosophy of life.

His concept of mind is different from others. To him, the mind is the primary means of manifestation in man. Mind is not a thing. It should not be equated with the brain. It is a function or a process. The function of mind expresses itself in higher mental processes in feelings, emotions, attention, and memory etc. In his writings he brings out the different planes of mind. They are :- 1) The ordinary mind 2) the higher mind 3) The illuminated mind 4) The intuitive mind 5) The over mind 6) The super mind. Ordinary mind is divided into three different parts—thinking mind, dynamic mind, and externalizing mind; the first is concerned with ideas and knowledge, the second is concerned with forces of realization of ideas, and the third with expression of them in life.

Man's mind is an imperfect instrument to catch the full integral truth. According to Aurobindo, the errors of conceptual mind must be corrected by the super mind which acts as a link between 'Sachidananda' and universe, knowledge and ignorance.

According to Sri Aurobindo, super mind is a state of consciousness. One can acquire it gradually. After acquiring it, one must use it for transforming his entire being, his body, mind and soul which one attains through the super mind; he becomes a superman, a 'Jnani' or Gnostic at our own plane of being. Ordinary mind can become super mind by yoga.

Integral Education

True education, according to Sri Aurobindo, is not only spiritual but also rational, vital and physical. In other words it is integral education. This integral education has been explained by Sri Aurobindo's closest collaborator, the Mother in these words. "Education to be complete must have five principal aspects relating to the five principal activities of human being: the physical, the vital, the mental, the psychic and the spiritual. This education is complete, complimentary to each other and continued till the end of life. Aurobindo's scheme of education is integral in two senses. Firstly, it is integral in the sense inculcating all the five aspects of the individual being. Secondly, it is integral in the sense of being an education not only for the evolution of the individual alone, but also of the nation and finally of the humanity. The ultimate aim of education is the evolution of total humanity. In this scheme of evolution, the principle of growth is unity in diversity. This unity again, maintains and helps the evolution of diversity. The ultimate aim of education is man-making. It prepares the educand to work first as a human being and then as a member of a nation and finally as an individual.

1.07 DR. ZAKIR HUSSAIN'S IDEAL SCHOOL

Dr. Zakir Hussain has portrayed the picture of an ideal school, which truly understands the individuality of the pupil, having values, ends and interests and where pupil's stage of development is always kept in view. Such a school, he says is concerned with the growth and development of the intellectual, the moral and physical side of the pupil and not only to some one aspect. It is a place of purposeful activity of educationally productive work, which involves consciousness of the

problem, means of solving it and the plan and steps of accomplishing it satisfactorily .such a school is a community in which individual accomplishment is related to social achievement. “Such a school” he says, “stands out as the embodiments of moral objectives and noble – minded comradeship to find out the worlds of nature and man, appreciate and create beauty, uphold the standards of clean life, work for the good of the school community, play for the team and play fair.”

1.08 IDEAL SCHOOL ACCORDING TO JOHN DEWEY

According to Dewey the existing school failed to keep pace with the changes that had occurred on account of Industrial Revolution and democratic set up of things, to bring the school into touch with real life was the basic aim of Dewey’s experiment in Chicago when he set up a school in 1896.

Dewey considered ideal school as an enlarged ideal home. On account of better equipment and more scientific guidance, the discipline that the child learns at home, is continued in a more perfect form in the school. From his ideal school, traditions of bookishness have to be wiped out. Real life experiences of home and community have to be provided. Instead of a listening school it has to an activity school, in which morals as well as occupational skills are acquired by living and acting in a real situation.

Having studied views of different philosophers on what a good school should be, the researcher decided to undertake the following topic for a close study.

1.1 STATEMENT OF THE PROBLEM

A CASE STUDY OF THE ANJUMAN-E-TALIMULMUSLIMEEN, MALEKPORE

1.2 RATIONALE OF THE STUDY

Education plays a vital role in the development of the person. Education leads a nation and community towards the particular goal. Education leads to overall development of children. Anjuman -E –Talimul Muslimeen, Malekpore is a school situated in the tribal area, provides free education to the children of the nearby areas. The Trust gives freedom to parents for paying the fees of their children. The school encourages and motivates students to get education. Students come from the tribal

areas of the Dangs where it is difficult for parents to give education to their children because of their poor economic background. So Anjuman – E – Talimul Muslimeen, Malekpore School aims to provide qualitative education to the students. Recently the School celebrated their 49th Annual function. The school is having a long enough period to give evidence of its work. Therefore, the researcher undertook to study the school system, its objectives and philosophy, its work culture, the impact it has created on the community around, the extent to which the school has kept itself updated with the developments in the field of education in particular world in general.

1.3 RESEARCH QUESTIONS

1. To what extent are the aims and objectives of Anjuman –E – Talimul Muslimeen, Malekpore realized?
2. Is teaching learning process followed by the school creative, motivating or is it just rote learning and completion of curriculum?
3. Do teachers follow novel methods of teaching?
4. Is there any genuine development of students in terms of learning?
5. To what extent is Anjuman– E – Talimul Muslimeen, Malekpore successful at the present time?
6. What is the philosophical basis of Anjuman–E– Talimul Muslimeen, Malekpore in terms of its vision, mission and goals?
7. How does it impart education for holistic development of students?

1.4 OBJECTIVES OF THE STUDY

1. To study the aims and objectives of the Anjuman– E – Talimul Muslimeen, Malekpore high school
2. To study the philosophy of the Anjuman– E – Talimul Muslimeen, Malekpore
3. To study the infrastructure and administrative aspects of the Anjuman– E – Talimul Muslimeen, Malekpore
4. To study various curricular and co-curricular activities of Anjuman– E – Talimul Muslimeen, Malekpore
5. To study the response of the visitors of Anjuman – E – Talimul Muslimeen Malekpore
6. To study the reactions of the students on their experience at school

1.5 RESEARCH METHODOLOGY

An appropriate methodology can help in getting reliable research outcomes. The present study is a case study in nature; hence the procedure of relevant to such a research has been followed. The following section provides details regarding the same.

1.6 RESEARCH DESIGN

This is a case study of a school. Therefore, it is a case study method. It is simultaneously a quantitative and qualitative study. That is, data collection and data analysis were done through statistical and descriptive tools and techniques. As part of the study data we recollected on different aspects of the school from varied sources. At the end a report was prepared.

1.7 OPERATIONALISATION OF TERMS

Various terms are used with specific reference to this study. The explanation of these terms is given below.

- **Case Study**

Case studies imply detailed contextual analysis of a limited number of events or conditions and their relationship. “In a case study, an educator makes intensive investigation of a special unit, a person, family group, a social institution or a community. He gathers data about the present status, past experiences and behavior of the unit after analyzing sequence and interrelationship of these factors. He constructs a comprehensive integrated picture of the social unit as it functions in the society”. (Van Delan,1966).

In the present research the case under study is Anjuman– E –Talimul Muslimeen, Malekpore, a school in the Surat District wherein children are admitted mainly from the tribal belt of the Dangs.

- **Aims and objectives of the school:** Based on vision and mission of the institution, aims and objectives decided by the Anjuman – E –Talimul Muslimeen, Malekpore to provide education are covered under this study.

- **Infrastructure:** Infrastructure is one of the essential components of an educational institution. Infrastructure means the number of classrooms, hostel rooms, kitchen, administrative offices, staffroom and its physical facilities available, laboratory, library, prayer hall, playground, sport equipment's and other infrastructural facilities available in the institution are taken under the study.
- **Administration:** In this study, administrative aspect of the institution refers to the management and administrative staff of the institution. The management means the committee consisted of trustees and director of the institution and administrative staff includes all clerical staff at different levels, and various documents maintained in the institution.
- **Co-Curricular Activities:** In the present study, co-curricular activities refer to the activities other than curricular, co- scholastics activities carried out in the institution. They would be activities such as sports, assembly, cultural programs, celebration of festivals, tours and educational visits, etc.
- **Learning Environment:** For the present study, learning environment refers to the facilities required to carry out teaching learning activities at the institution. The facilities required for the teaching learning activities are such as classroom facilities, teachers' competencies, teaching methods adopted by teachers for teaching, materials and techniques used by teachers, teachers' behavior and students' participation in teaching learning process etc. are included in the teaching environment for the study.

1.8 DELIMITATION OF THE STUDY

The study of the school is based on the information and evidence accessible to the researcher.

1.9 SCHEME OF CHAPTERISATION

The report of the study has been divided into five chapters. They are as mentioned below.

CHAPTER 1: CONCEPTUAL FRAMEWORK

This chapter aims to provide introductory information about the study such as the concept of education, statement of the problem, research questions, objectives of the study, rationale, explanation of the terms as used under the study.

CHAPTER 2: REVIEW OF RELATED LITERATURE

This chapter comprises of 23 of related literature studied by the researcher with a view to gaining insight into the study on hand as well as to decide the appropriate techniques and tools for the present study.

CHAPTER 3: RESEARCH METHODOLOGY

This chapter talks about research design of the study, tools and techniques such as observation, interview, reaction scale employed for data collection and analysis, and field notes made by the researcher as part of the study.

CHAPTER 4: DATA ANALYSIS AND INTERPRETATION

This chapter contains analysis of collected data through various tool and techniques and interpretation of these data.

CHAPTER 5: FINDINGS, IMPLICATIONS AND CONCLUSION

This chapter deals with the findings of the study. Based on finding, implications of the study to various stakeholders have been mentioned. Moreover, suggestions for further research have been listed.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

Literature means writing and a body of literature refers to all the published writing in a particular style on a particular subject. In research a body of literature is a collection of published information and data relevant to a research question or research area. Literature review is the written and systematic summary of the research conducted on a particular topic. It summarizes the background and context of the research. It is the outline of the research. It also shows the gap between the researcher's curiosity and knowledge of the subject area (Boswell & Cannon). Literature review is important to identify the problem of the study, which can be solved by collection of data. It is very important to know that the work is undertaken by the researcher should not be repeated. Review of related literature helps in this regard. It also helps to avoid the mistakes made by earlier researchers. The researcher develops understanding about the problem under the study.

2.1 OBJECTIVES OF REVIEW OF RELATED LITERATURE

The following are more specific objectives of reviewing literature related to the problem on hand.

- To gain background knowledge of the research topic
- To find out problems in the area of interest to the researcher that has already been investigated in the past
- To know what others have found out about the subject and how they have done so
- To find out various concepts related to it and the potential relationship between them
- To identify potential areas and hypotheses for the research on hand
- To get some support for design of research methodology and techniques of analysis
- To identify potential sources of information for conducting the detailed research

With these objectives in view, literature related to the researcher's study was reviewed. The following section focuses on the reviews.

2.2 REVIEW OF LITERATURE

Review of Case Studies of Schools

Bhatt, A. (2014). Conducted a Case Study of Lok Bharti Gramvidyapith at Sanosara with reference to Gandhian philosophy of education.

The researcher's objectives for the study were : to study the aims and objectives of the Lok Bharti Gramvidyapith, to study the infrastructure and administrative aspect of the Lok Bharti Gramvidyapith, to study various curricular and co-curricular activities of the Lok Bharti Gramvidyapith, to study the reaction of the students on their experience at Lok Bharti Gramvidyapith, to study the Lok Bharti Gramvidyapith with reference to Gandhian Philosophy of education and its relevance to present globalized world. Document Analysis, Observation technique, and interview were used for the data collection. The main findings of the study indicated that Institution follows the Gandhiji's aims of education, institution is preparing citizen who can take up responsibility not only to serve in the school but also to serve in village and society, infrastructure is adequate and appropriate. Students of Lok Bharti were equally attracted towards curricular activities and co-curricular activities. Institution celebrated different festivals and days like National Days, religion days, leaders' day, and environment days.

Rao, R. (2014). Conducted a case study of Swaminarayan Vidyapith, Valasan.

The objectives were to study aims and objectives of Swaminarayan Vidyapith, Valasan, to study the teaching environment of the Swaminarayan Vidyapith, to study infrastructure and administrative aspect of the Swaminarayan Vidyapith, to study curricular and co-curricular activities, to identify the salient feature of the Swaminarayan Vidyapith, to study reaction of the students on their experience. Document Analysis, Observation technique, and interview were used for the data collection.

The main findings of the study indicated that institution aims at provided education simple living and high thinking and to create self-confidence, social awareness and

self-reliance among students and villagers through constructive activities aims at to prepare ground for realistic education. Infrastructure is adequate and appropriate. Students of Swaminarayan Vidyapith are equally attracted towards curricular activities. Teachers are given full autonomy to assess the student through various methods. Institution arranges four and educational field trips every year.

Manavadariya. (2012). Conducted a Case Study of the G.B.T.C. Programme of Lok Bharti Sanosara.

The objectives of the study were to study aims and objectives curriculum transaction, teacher-student relationship, reaction of the students of G.B.T.C. Look Bharti, the study founded that aim of instruction is to impart a knowledge, which can liberate human being from this materialistic world and helps him to achieve the height bliss of knowledge, he found that infrastructure is good and appropriate classrooms and methods room for different methods students, library, classrooms, kitchen facilities and sports equipment are inadequate in numbers. Institution celebrate different festivals, doing people awareness programmes, celebrating national leaders day arrange different lecture series to enhance students' knowledge. Holiday pattern of the institution is different from the government institutions. It gives holiday on Monday, practical work "Udhyog" is given importance to cultivate dignity of labor and SUPW are observed and given grade for it, it is found that all students' and teachers' behavior are appreciable and due to lack of permanent staff, the institution's teacher have to do additional work. During 15 days placement programme in Shri Post Basic High School trainees take all responsibilities. They get training of school management, planning and execution.

Pandya, D. (2012). Conducted a study on Mitra School Mogri, Anand.

The main objectives of the study were to study the teaching learning environment of the school, to study the activities of the school to make the child self-sufficient to study the academic achievement of the students in past, to study the teacher student relationship in school, to study the infrastructure of the school. In the study, Questionnaire, Checklist, observation and Interview were used as tools for data collection. Content Analysis Method and Percentage Analysis Method were used for data analysis. The major findings of the study revealed that the school has appropriate facilities for special children. The school has children-friendly infrastructure. They

also take help of parents of students to help the children. Students are taught to develop self- help skills.

Bhoya.(2011). Conducted a Case of a school Swaminayarayan Gurukul Malapada, Dharampur.

The objectives of the study were: to study the teaching environment of the school, to study co-curricular activities in the school, to study the academic achievements of students in the past, to study the teacher student relationship in the school, to study the infrastructure of the school.

Information schedules and structured interviews were used for data collection. The main findings of the study indicated that the school has a big building with 33 classrooms, 20 computers in computer lab, necessary equipment in science lab, 1 language lab, a big playground, 1 assembly hall and a big garden, natural environment around school, cc camera facilities for all classrooms.

Patel. (2009).Conducted a study on Uttar Buniyadi Vidyalaya Vedchhi: EkVyakti Abhhiyas.

The major objectives were to study the objectives of Buniyadi vidyalayas; to study the systematic Administration of Buniyadi Vidyalaya (Physical, Human); study the different facts (self-reliance, community life, udyog, curriculum and co-curricular activities, philosophy of buniyadi education) of vidyalaya on the basis of Nai-Talim and educational matters, co-educational activities, and extension activities.

The major findings revealed that the institution is functioning very well and all the staff members and students have harmonious relations with each other's. Agriculture and veterinary, in social science subject like Udyog (work) have co-relation with society and nature, prayer, cleaning, vivid competitions, celebration of vivid days, self-reliance, tours, Gandhi fair activities are being done by the institution considering the NaiTalim. Institution is teaching tribal students of around so it has created good reputation among the society.

Patel. (2009). Conducted a study on Uttar Buniyadi Vidyalaya Smt.M. JaniJivanShala, Ambardi (Jam) Vyakti no Abhiyas to study the philosophy of the Nai-Talim in the institution.

The major objectives were: to study the philosophy of the Nai –Talim , curriculum, and curriculum translation, different facts (production, self-reliance, character building and life style) of the school by considering the elements of Nai-Talim. The major findings were indicated that students were being taught agriculture, veterinary, swimming, boating, shooting, knitting and to develop social harmony, prayers, group cleaning, cultural programme, arrangement of experts' lecture were being organized. To enhance the educational achievement of the students, school is being organized science fair, project competition, experts' guidance, night classes etc. relationship between students, teacher and principal were harmonious.

Paramar. (2007). Conducted a study on Uttar Buniyadi Vidyalyoma English Shikshan ni PravrtmanParisthiti no Abhyas.

The study tried to know about the current condition of the English Language teachers' opinions of the same school and collected possible suggestions from the teachers. The study found that in the year 2005-2006 result of the student was good in the English textbooks are based on communicative approach so it is difficult for students to get efficiency in speaking. Teachers believed that speaking test should be conducted to know the impact of the new approach.

Parmeshwaran. (2001). Conducted a Survey Study on Art Education on the Secondary School Level.

The objectives of the study were ;(A) to study the present art education system at the secondary level with references to (B) the present day practice of art education at secondary level (C) the present day art curricula at the secondary school level, To study the needs and requirements of the students in relation to art education the secondary school level, to develop curriculum for secondary school art education, To study the effectiveness of the developed secondary school art education curriculum, To study has employed survey and experimentation method. The findings of the study revealed that problem are existing not only in the infrastructure facilities and other basic requirements to function art in a meaningful way but also in the present art education syllabus and its methodology of teaching. The effectiveness of the developed secondary school curriculum was checked during the creative art works and here were better participation in their art classes. It also points out that the requirements of the secondary students and experiment conducted for one academic

year was effective. The students found to have formed a positive attitude towards the developed art education curriculum.

Patwardhan. (1992). conducted a study of the origin and development of the Gyandeeep Anupkunwarba High School, Anand.

The objectives of the study were to trace the origin, history, growth and development of the G.A. high school. To administrative and management set up, funds and financing of the institution, physical facilities, co-curriculum activities like music, debates, drawing, dance etc. to study the pupil-teacher relationship. The findings of the study revealed that there was a good level of satisfaction for school functioning among the students and their parents with respect to the curriculum activities and teaching methods. Various types of services and facilities made available to the students are fairly satisfaction. The pupil-teacher relationship is fairly good and cordial.

Kotak. (1991) Studied Growth and Development of Shri Swaminarayan Gurukul, Rajkot.

The objectives of the study were: to trace the history, growth and development of Shri Swaminarayana Gurukul, Rajkot; to study job satisfaction of teachers and teacher-pupil of the Gurukul.

The major findings of the study were that there was a remarkably good climate of discipline at the Gurukul-cum-school. Apart from annual examinations, internal tests, oral test and other standardized achievements test were also organized. The whole society knows the saints, so in return it expects that the students should utilize their time for welfare of people. These expectations were fulfilled by Gurkul saints.

Jois, S. (1982) A Study of the Instructional Radio Users in Karnataka (a Case study of school Broadcast in Karnataka), Educational Technology Cell, Dept. of State Educational Research and training, Bangalore.

The main objectives of the investigation were: (i) to find out the strengths and weaknesses of the instructional media, (ii) to find out the effective utilization of instructional radio from five districts of the State, (iii) to find out the subject areas that need to be chosen for instructional radio, and (iv) to study the attitude of teachers

towards school broadcast. In this survey, data were collected by administering a questionnaire in two schedules. The data were further validated by personal interviews in some selected schools. Schedule I consisted of general information about instructional radio, and Schedule II was an attitude scale comprising about twenty items. One thousand schools, randomly selected, responded to the questionnaire. In addition, the heads of the schools were informally interviewed. Percentage analysis was used to analyse the data. The major findings of the investigation were; (i) The questionnaire was responded to by 55.6 percent of the institutions. (ii) In all, 65.6 percent of the institutions possessed radio sets at all was 16.3. (iv) About 3 percent of the institutions were having radio sets but not in working condition. (v) Reasons for non-utilization were; (a) the headmaster was not allowing them to use, (b) there was no separate time-table for this, and (c) there was lack of accommodation. (vi) The use of this medium was helpful to a classroom teacher. Also, listening to instructional broadcast was not a waste of time. Teachers using the instructional radio programmes agreed that the knowledge of the pupils had improved as a result of the listening to the radio broadcast.

Chaturvedi, G.K. (1981) A Case study of student agitation, Banaras Hindu University, Ph.D. Education Banaras Hindu University.

The main objectives of the study were: (i) to investigate the causes of agitation in Banaras Hindu University (BHU) during the post-Independence period, (ii) to cross-examine the reports of the enquiry committees set up from time to time, (iii) to find out the socio-economic conditions of the students of BHU, and (iv) to find out remedial measures for the agitation activities of the students. The investigation was limited to the preparation of case studies of six major agitations launched in 1958, 1965, 1968, 1971, 1972 and 1978. Data were collected through documentary evidences and eminent eye-witnesses or those who were concerned with the specific agitations of this university. The tools used were an interview schedule and two questionnaires for findings out the causes of agitation and the involvement of political parties in them. Incidental purposive sampling technique had been employed. Interviews were conducted with thirty-five individuals and the questionnaires were administered to 200 students, 100 teachers 50 guardians and 40 administrators. All the subjects were directly or indirectly involved in the agitations. For analyzing the data obtained through various tools, percentages, analysis of variance, t-test and chi-square test were

used. The findings of the were: (i) The causes of the agitations might be classified into four broad categories, viz., political, socio-economic, administrative and academic. (ii) Political factionalism among students was due to teachers and political parties who had their vested interest. (iii) Regionalism, communalism-cum-religious sentiments, casteism and vested interest of the authorities were the main causes of these agitations. (iv) Excessive government control also came in the way of smooth functioning of the university and increased the interference of power group politicians. (v) More than 60 per cent students of the university came from families having a monthly income of less than Rs.600. So the majority of students faced acute economic problems and felt insecure. The poverty-ridden parents also did not find time to guide them. This resulted in a mental conflict which prompted the students to become agitators rather than academic learners.(vi)The majority of the students (54 per cent) in this university came from rural areas and belonged to the first generation learner group. The gap between the rural background and the academic life of the university often gave rise to conflict which generally culminated in aggressive behavior. (vii) The administrative causes were related to lack of proper facilities to the poor students and lack of proper facilities to the poor students. (viii) Due to administrative weakness several substandard students succeeded in seeking admission to various courses and polluted the academic environment of the university by exciting the follow students for agitation activities. (ix) Hackneyed and traditional teaching methods, teachers not interested in academic pursuits and over crowding in classrooms were the academic causes of agitation.

Parmar, D.M. (1979). A case study of VallabhVidyanagr as an Education Complex with reference to Special Role of Dr. B.D. Patel (Bhaikaka), Ph.D.Education, Sardar Patel University.

The objectives of the study were: (i) to study Bhaikaka's thinking and to find out how far it was reflected in the development of the local institutions, (ii) to study the contribution of these institutions to the village upliftment, and (iii) to study the impact of VallabhVidyanagr and Vithal Udyognagar on the rural society. For this, the investigator resorted to the documentary method. He also interviewed and tape-recorded the opinions of thirty-seven personalities who had directly or indirectly come into close contact of Bhaikaka. This documentary evidence was taped in eleven cassettes. The major findings were: (i) Bhaikaka gave priority to self-reliance,

experimentation and good staff for the making of students with a sound character.(ii) He was not completely successful in achieving his goal of village upliftment with the help of the rural university.

SIE. (State Institute of Education) (ASSAM) (1968). Case Studies of single Teacher Schools of Jorhat Sub-Division.

The main aim of the study was to bring to light many unseen problems of single-teacher schools and suggest ways and means for removing them. Six single-teacher schools were selected round about Jorhat sub-division. Care was taken to cover a representative sample as far as practicable. A case study of each school was made. Some of the major findings were: 1. The local community mostly decided to set up a school without considering its primary requisites. 2. After the school was taken over by the department, local enthusiasm becomes a spent force. Community cooperation, in most cases becomes a far cry. 3. The teacher was left to himself with his burden. 4. Teachers were not properly trained for multiple-class teaching. 5. All the schools had very unsatisfactory conditions. So far, nothing constructive had been done to improve conditions.

Case Studies of Ashramshalas

Rathwa. (2006). conducted a study on Education in Thakkarbapa AshramShala.

The objectives of the study were; to study available physical facilities, enrolment and drop out of the students; to study the curriculum and co-curricular activities and reaction of the student- teachers towards these activities and physical facilities.

The findings of the study revealed that there were no facilities for sports, games and music equipment. This Ashram Shala was not providing teaching and learning materials. The teacher focused more on education of the upper primary than the lower primary. The teacher s used negative reinforcement and excessive punishment for the students.

Chaudhri. (1998). conducted a study on Education in Umarda Ashram Shala, Umarda.

The objectives of the study were to carry out an in-depth study of the school in terms of (a) Physical facilities (b) curriculum and co-curriculum activities and (c) the

reaction of student and teachers towards school programme. The study found that the school prepares the pupils for S.S.C examinations and based on results prizes are rewarded to bright students. The school oriented pupils for scientific agricultural farming. Agriculture is the special subject of the study. There were basic physical facilities for curriculum and co-curriculum activities in the Ashramshala. However, there was a need of additional class rooms and hostel rooms well as staff quarters.

Chauhan. (1997). Studied Education in Shri Jawaharnagar Ashramshala.

The objectives of the study were to study the growth and development of Shri Jawaharnagar Ashramshala in terms of (a) Enrolment and drop out (b) Physical facilities, to study the curriculum and co-curriculum activities in of Shri Jawaharnagar Ashramshala, to study the reaction of the teachers and students towards physical facilities and curriculum and co-curriculum activities in of Shri Jawaharnagar Ashramshala. The major finding of the study shows that garden and playground was well maintained but the sports material was lacking, the school building was not having sufficient rooms and class rooms are overcrowded, Curriculum and co-curriculum activities were given same importance.

Desai and Patel. (1981). Evaluated Ashram Schools of Gujarat.

The sample of the study consisted of 22 Ashram Schools of 8 different districts of Gujarat. Information was collected by visited to Ashram Schools. Information was also obtained through questionnaire and interviews. From their study, it was found that the overall wastage rate 44.42% in those Ashram Schools and average rate of stagnation was 7.01%. in the case of boys, it was found to be higher than of the girls. Most of the tribal parents opined that the education provided in those schools was not relevant.

Survey Studies

Joshi. (2010). Conducted a survey study on Jamnagar, Junagadh, Rajkot and AmreliJilliani Uttar Buniyadi Vidyalaya in Pravrtman Paristhiti no Abhyas.

The study as tried to know growth and development, educational and co-educational activities, uniqueness, relation with the society and other institutes of the Uttar Buniyadi Schools in those districts. The study found that the most of the Uttar

Buniyadi Vidyalaya establishment in the year of 1981 to 1990. After the year 2000, there was no establishment of any Uttar Buniyadi Vidyalayas, in that district. Uttar Buniyadi Schools were giving importance to cultural and physical activities, and agriculture and veterinary were the common subjects offered to the students. Hostel facilities were not good as compare to city hostels but their relations with other schools and institution are good.

Solanki. (2010). Conducted a survey study on Surat and Tapi Jillaoni Ashram Shalaoni Pravartman Paristhiti.

The major objectives were to know the co-educational activities and its impact on the society, the study found that 1980, only one Ashramshla was establishment and most of the Ashramshala were running by private trust. All Ashramshalas are running right classes in the school. Government is paying less attention towards such schools and so the delay of grant occurs many times. Teachers of the Ashramshalas were of the opinion that all schools should be treated equally; educational inspections should be done regularly and regular grant should be provided to enhance the physical facilities of the Ashramshalas and the government should not create any difference between schools and Ashramshalas.

Research Reviews of other Related Studies

TTTI, Madras. (1986). Optimizing Effectiveness and Excellence in Polytechnics – A Case Study, TTTI, Madras (Faculty Team).

A case study of certain selected polytechnics in the Southern Region of Indian was undertaken. The objectives were (i) to develop strategies on the basis of the experiences of the polytechnics coupled with related theory and practices, (ii) to make use of the data base and the outcome for recognizing the programmes and activities of the TTTI, and (iii) to utilize the outcome for formulating appropriate schemes and mechanisms for channelizing the support and inputs forthcoming from central and state Government with particular reference to the New Education Policy, 1986. Data collected was done using a questionnaire and developed on the basis of identified attributes and criteria. The major findings were: 1. from an analysis of the case studies, the following key effectiveness areas were identified: (a) curriculum implementation; (b) resource utilization; (c) staff development and deployment; (d)

student personnel administration; and € institutional management. 2. The study highlighted the devices and strategies adopts by the polytechnics for progressively attaining perfection and excellence in their performance. They were ;(a) improving the curriculum implementation process effectively; (b) improving the development, deployment, motivation and commitment of the staff; (c) improving the efficacy of institutional management of certain mechanism in polytechnics such as units for planning, scheduling and monitoring the identified activities with specific output and target orientation.

Goswami, L.C. (1977). Child rearing in the Jaintia Family: A socio-educational Study of its Beliefs, Customs, Practices and Attitudes, Ph.D. Education. Gauhati University.

The Major objectives of the study were: (i) to show how far the Jaintias, both Christian and non-Christian, had been following the old beliefs and customs in rearing their children, and how the modern civilization had exerted influence in changing their age-old practices of child rearing; and (ii) to point out some lacunae in the methods of their child rearing in the matriarchal family and to make suggestions for their improvement. Fifteen villages surrounding Jowi town were chosen at random. Five families from each village and ten families in Jowi town formed the sample. This included Christian and non-Christian, poor and rich families. The data were collected through interview and observation. In this regard information was also sought from leading members of the society and school teachers. As an addition, data were also obtained from educated families of Jowai own using Questionnaires and schedules. The analysis of the data was mainly descriptive and analytical. Some of the major findings were as follows: (i) Majority of the parents were following the outdated methods of child rearing which were based on superstitious beliefs and customs.(ii) Girls were considered as assets in the family, while the boys were considered as liabilities. (iii) Child rearing was more a mother's job than fathers. (vi) Children did not normally have a very close contact and attachment with fathers. But in Christian families, at times, the father looked after the infant. (v) Children did not have opportunity to develop habits of cleanliness from infancy and childhood. (vi) Children were trained from early childhood to work at home daily, During later childhood working at home or field was compulsory. (vii) Girls were trained more to shoulder responsibilities. Boys felt neglected and inferior. They could hardly take any decision

independently. (viii) Christian families had started adopting some modern methods of child rearing. They were trying to deal male and female children equally and getting rid of superstitious beliefs and customs. (ix) Both Christians and non-Christians were influenced by western values of the foreign missionaries. Christianity had not affected the social behavior or social structure to any considerable extent. Changes had occurred due to changes in values and not because of religious beliefs. (x) Parent-teacher relationship was almost nil. Parents ignored the education of their children due to poverty.

2.3 LEARNING FROM THE REVIEWS

The reviews covered a wide range of studies across varied types of institutions. The researcher went through studies related to basic education, philosophy of Gandhiji on education, case studies of schools, socio-educational studies of certain families and communities, studies of single teacher schools, etc. The researcher read and re-read all reviews which were done formerly to study the basic concepts of different research studies and included in research work. This helped the researcher in looking at her own area of study more closely and objectively. It helped her in developing the tools and understanding how to go about data collection and analysis thereof. It also helped her to envisage problems likely to appear during the study. The review enriched her overall grasp of not only the topic on hand but also much more about education, in general.

2.4 CONCLUSION

The chapter focused on reviews of literature related to the research study on hand. It was a rich experience to go through the numerous studies and understand the challenges faced by the other researchers.

The next chapter focuses on the methodology followed for this study, the tools for data collection and analysis and interpretation, etc.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 INTRODUCTION

Methodology is the main body of the research. It indicates the nature, plan and procedure of the study. Appropriate methodology can help the researcher to get proper research outcome. So, it is desirable to have a proper methodologically designed research plan. Any research can hardly be completed without the details of a procedure of study to be adopted by the researcher. In fact, this is the soul and substance of research. Plan and procedure include methods of investigation, selection of sample, tools and techniques to be used, etc. Aspects of research design and data collection are important parts of the total research design. It bears a very close relationship with the purpose of the study and hypotheses or questions with which the researcher sets out.

An appropriate methodology can help in getting reliable research outcomes. The present study is a case study in nature; hence the procedure of relevant to such a research has been followed. The following section provides details regarding the same.

3.1 RESEARCH DESIGN

The researcher employed case study method. The nature of this study is simultaneously qualitative and quantitative. As part of the study, data were collected on different aspects of the school from varied sources. Data were analysed and interpreted statistically and descriptively. At the end a report is presented.

3.2 TECHNIQUES FOR DATA COLLECTION

1. Document Analysis

The documents studied and analysed included collection of documents like syllabi, daily schedules, and different registers, etc.

2. Observation

The researcher used observation technique to collect data. For the purpose, the researcher made observation schedule in order to observe the kitchen, classroom, hostel, teaching learning process, and other infrastructural details.

3. Interview

The researcher used semi-structured interviews to collect data from the principal, teachers, students, alumni and wardens of the Anjuman –E- Talimul Muslimeen, Malekpore.

3.3 TOOLS FOR DATA COLLECTION

All the tools employed in the study were prepared by the researcher herself. They have been enumerated here below.

1) Semi Structured Interviews

Semi structured interview schedule was prepared for the principal, teachers, wardens and alumni of the institution to collect the data.

- **Principal:** The researcher took a personal interview of the principal. The questions were about aims and objectives of Anjuman –E- Talimul Muslimeen, unique features of the Anjuman –E- Talimul Muslimeen, views about philosophy and education, structure about fees, performance of students and teachers, parents' participation or their attitude towards education, strategy adopted for the selection of the students and teachers, administrative aspects and evaluation pattern, etc. (Appendix -I)
- **Teacher:** The researcher gave a questionnaire to the teachers about their views on education, about the institute and the students, their teaching methods and strategies are used by them for teaching.(Appendix-V)
- **Alumni:** The researcher took a personal interview of the Alumni. Questions were based on their experience and the importance of school in their life and how it was helpful to them in their progress. (Appendix-VII)
- **Warden:** The researcher took a personal interview of the warden. Questions were based on aims and objectives of the hostel, special features of the hostel, infrastructure facilities, and mess facilities, quality of food,

working style, and students' enrolment in the hostel and fee structure.(Appendix-VI)

2) Reaction scale

It consisted of 21 statements for the students of the institution. Three-point reaction scale was prepared by the researcher. The statements were designed to know students' reaction towards the institution. The statements were about the rules and regulation, about their syllabus, methods of teaching, their food facilities, student-teacher relationship and their likes-dislikes about the institution. (Appendix-II)

3) Field Notes

The researcher used field notes to record the data, events and activities observed at the school. It was helpful for providing a clear picture of the institution. Observations included the information about the teaching learning process, physical facilities of the institution, kitchen observation, hostel room observation, food quality, library facilities and lab facilities. It also included observation for recess time, curriculum and co-curriculum activities organized in the institution.

3.4 DATA COLLECTION

First of all, the researcher had decided the topic for the study and then after forming research questions on the basis of aim and objectives of the study, the researcher decided the techniques for data collection. The focus was on the research questions and design of the study. Accordingly, techniques for data collection and analysis were selected. Then researcher took permission from the principal of the Anjuman School in order to visit the institution and collect data. The researcher visited Anjuman-E-Talimul Muslimeen, Malekpore and stayed there for the ten days. She observed the events at the school and interacted with the principal, teacher and students of the school.

The researcher collected and stored multiple types of evidence, comprehensively and systematically. To collect data for the first objective researcher had used interviews and document analysis as tools. To collect data for the second objective the researcher had used observation schedule, interviews, and document analysis. To collect data for

the third and fourth objectives, the researcher had used observation, interviews, document analysis and field notes. For the fifth objective the researcher used document analysis. For the sixth objective, the researcher used a reaction scale given to the students.

3.5 DATA ANALYSIS

The data were analysed by using suitable techniques depending upon the nature of the data. The researcher had carefully observed the aims and objectives of the case study and identified causal factors associated with the observed phenomenon. Analysis of the data collected through semi-structured interview, observation schedule and document analysis of the collected through reaction scale was done by percentage.

3.6 CONCLUSION

In this chapter, the researcher has mentioned the design of the study, tools and techniques used for the data collection. The researcher has also mentioned that how researcher has collected data, how researcher has interpreted the collected data.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.0 INTRODUCTION

Analysis of data is a more important aspect than any another component of the research process. Inappropriate analysis can lead to directionless research conclusion. There are many approaches to interpret data available to a researcher. It is upon the researcher's ability and interest to apply and interpret the data information collected. It is necessary to ask oneself what one wants to know from the data and how one wants to use the results for. That is how a question can be asked: what do the data gathered through rigorous search mean? What is their significance? In this chapter, data analysis and interpretation are presented objective-wise.

For the present study, the data were collected by various tools were analyzed by employing both quantitative and qualitative techniques. The following sections represent the analysis and interpretation of the data collected during the study.

4.1 AN OVERVIEW OF ANJUMAN –E – TALIMUL MUSLIMEENMALEKPORE.

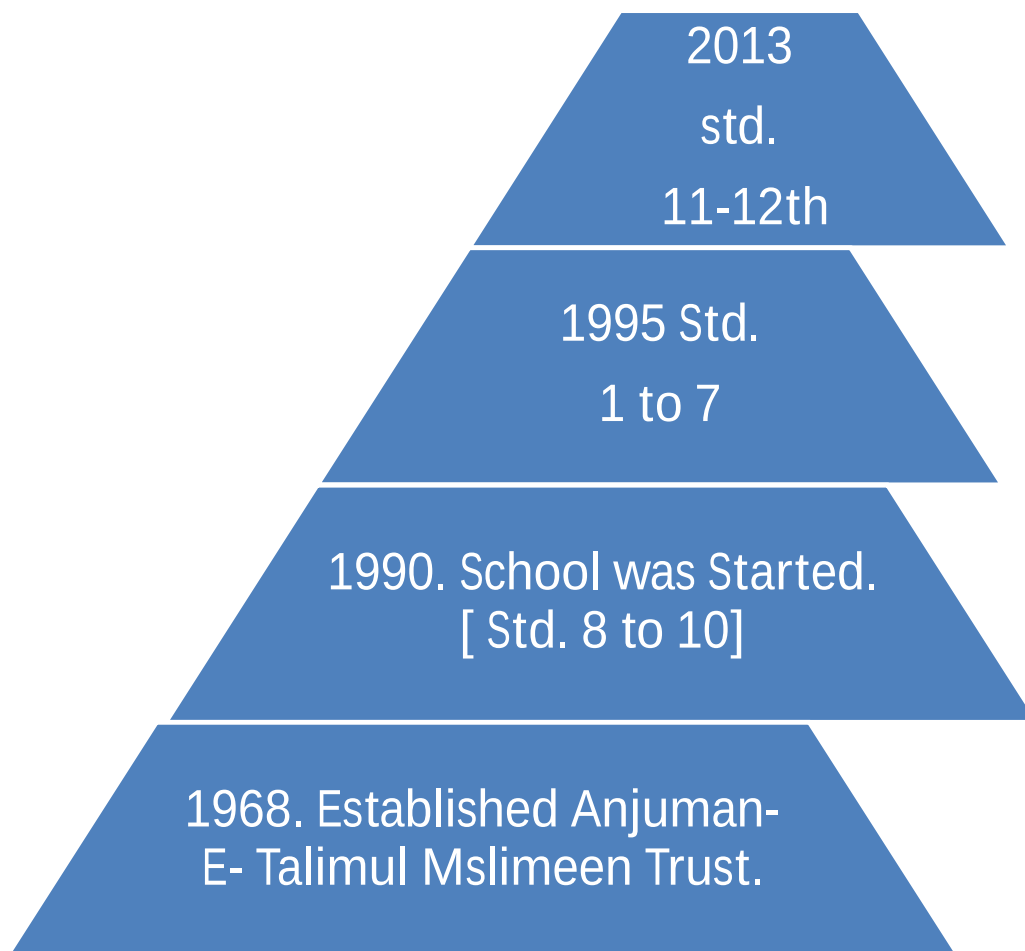


Figure 2: About the Progress of School

Anjuman-E- Talimul Muslimeen, Malekpore Trust was established in 1968 with the aim to undertake educational projects for the development and progress of the educational advancement of pupils. Their prime motto was to encourage poor and disadvantage students from lower middle class families and, to uplift them through education. Anjuman –E-Talimul Muslimeen, Malekpore provided scholarships to the needy and deserving Muslim students from primary level to higher education in the region of 160 villages and managed Residential School with Boys Hostel at Malekpore, Dist. Surat. All these educational and co-educational activities have been

carried out excellently and perfectly on self-sacrificing service base, without any intention of profit earning.

For the last few years the educational awareness is seen in the Muslim community and students are performing well. They have become conscious about higher education. Hence they have incurred a big budget of scholarships for Medical, Paramedical, Engineering degree-diploma, MBA, BBA, MCA, CA, Computer Science and College University education, as well as primary to higher secondary levels. They could not provide scholarship sufficiently or as per the demand due to lack of funds. However, they contribute to about 10% to 25% of annual expenses of students for their tuition fees, books, and equipment's, hostel fees and mess bill, etc. Most of students get admission in self-financed colleges and have to pay higher fees.

The Trust had set up a 'Residential school' to achieve ATM's aims and objectives and to promote students to higher education, technical and vocational courses as per their abilities. Their principle motto is to provide schooling facility, so that those who are poor, residing in backward areas and unable to get education pay by higher fees elsewhere. Thus, Anjuman established and maintains the Boys' Hostel. The Secondary School (Standards 8 to 10) started in June 1990 and the Primary Section (Standards 1 to 7) was added in June 1995. The Higher Secondary Section {General Stream (Std. 11-12) started from June 2010. The management has put in extraordinary efforts to reduce drop-out rate and to promote students upto SSC and even higher and vocational education.

Anjuman Residential School Complex Malekpore District Surat is situated at a remote tribal area. Through vigorous efforts of the Trust to inform poor parents from suburbs and slums surrounded by Surat, Rander, Udhana, Unn, Kadodra and the deep backward villages of Mangrol, Vyara, Songadh, Nizar, Navsari, Chikhali, Vansada Tehsil and Ahwa (Dang) that parents have started sending their children for education up to std.10. More than 90% students studying in the residential school are being provided free education, lodging and boarding, uniforms, books, note books, medicines etc. Without any bias help is given to all students to improve results and cultivate good personality in Deeni atmosphere. The Trust has set up necessary Maktabi Talim to all boarders. They have to perform Soumo-Salat (Fast and Namaaz). There are some boarders doing Hifze Quran with academic study. Every year

Anjuman Trust receives more and more new applications to receive scholarships and to hostel admission but they have limited adjustment because shortage of fund. They are managing all educational activities with Ramadan contribution and *zakat*, *Sadkah* (donation) from well-wishers. They do not have enough *Lillah* income.

To fulfill this holy purpose, Anjuman-E- Talimul Muslimeen, Malekpore established and manages the residential school at village Malekpore. All educational and co-curricular activities are accomplished successfully with the intention of service.

Table: 1 Information about Anjuman-E-Talimul Muslimeen, Malekpore

1.	Name of the Trust	Anjuman-E-Talimul Muslimeen
2.	Name of the institute	Anjuman-E-Talimul Muslimeen (High School)
3.	Name of the village	Malekpore
4.	Taluka:	Palsana
5.	District:	Surat
5.	Year of Establishment of trust	1968
6.	Year of Establishment of School	1990
7.	Telephone numbers	9909528201/ 9824192902
8.	Working hours:	10 to 5
9.	Medium of Instruction	Gujarati
10.	Type of Education	Co-Education

4.2 OBJECTIVE-WISE DATA ANALYSIS AND INTERPRETATION

The researcher analysed collected data objective-wise in order to better understand the school. The objective wise analysis of data is presented here below.

Objective 1: To study the aims and objectives of Anjuman-E-TalimulMuslimeen, Malekpore

The aim of this institution is to improve mainly the educational condition of all students without any discrimination. It is important to know that the school works for social welfare with justice and co-operation, within the jurisdiction of the intuition. It provides free education to poor children and motivates them to progress in their life and also make them good citizens and good human beings.

Stated Aims and Objectives of Anjuman-E-Talimul Muslimeen, Malekpore

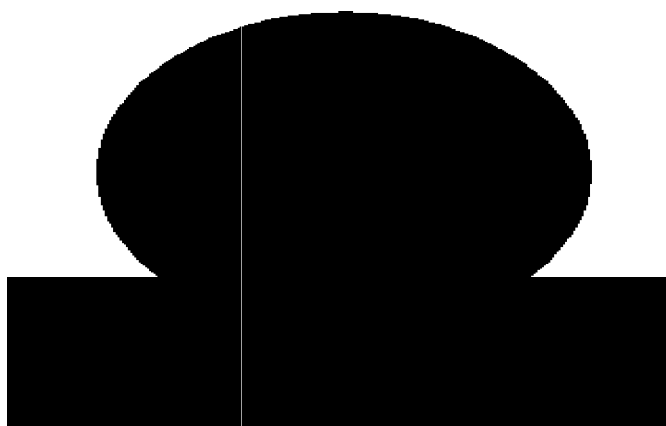
- ❖ To establish Balwadi, Primary, Secondary and Higher Secondary Schools and Collage or division for Science, Arts, Commerce, Law, Medical and Technical - Vocational education
- ❖ To establish primary and higher religious education center and Dharamshala (Musafarkhana)
- ❖ To uplift unprivileged and impoverished segment of society by education and give them opportunity to have a better life
- ❖ To provide education to underprivileged and marginalized children in the region whose parents cannot support-basic necessity like schooling
- ❖ To encourage students (Boys and Girls) in education by giving help and prizes to poor and deserving students within the limits of funds, as per the rules and regulations
- ❖ To provide lodging, boarding and other residential facilities to the students by starting the institution like DaroolUloom at the time when the institution gets stability
- ❖ To establish and manage separate Hostels for Boys and Girls

- ❖ To do necessary activities for collection of funds for this work, however activities will be done without intention of profit earning.
- ❖ To develop socially responsible citizenship
- ❖ To nurture values among students
- ❖ To create a secular harmony among students
- ❖ To make students self-reliable
- ❖ To develop self-esteem and a sense of respect for others
- ❖ To promote a positive attitude towards creativity, allowing students to actively engage in the learning process

The prime emphasis is given to the education for those under privileged children who can get the qualitative education as the others children have at low means. This is also aim of the school to make them competent enough to able to earn their livelihood with good character.

Objective 2: To study the philosophy of the Anjuman – E – Talimul Muslimeen, Malekpore

Figure 2:



The logo of Anjuman –E-Talimul Muslimeen is “*Education is Power*”.

The greater is our knowledge, the greater our influence on others. Education is power means that with knowledge or education one’s potential or abilities in life will certainly increase. Having and sharing knowledge is widely recognized as the basis

for improving one's reputation and influence, thus power. The Trust believes that if students have a power of knowledge which they are giving by education they are making powerful students for the country who help the nation or build a powerful nation.

Education is the study of life through various experiences. It makes man competent enough to face any phrases of life. It fills head with the fruitful thought and heart with the passion for the life. This education is required in every field of life. It gives us choices to select the right option. It teaches us to take right decisions. It makes us strong physically and mentally to go for what is truth and necessary for oneself and for society. It leads the society towards selfless progress for the entire human race.

Education brings the sight which makes things clear before the seeker of truth and makes the path more convenient. The way of progress can be strengthened with the power of education. It creates a situation where ideas get life and are applied rationally to bring out the best result from the given situations. A man can be distinguished from the general crowd of people with the sufficient use of his learning and make his life more purposive and meaningful to have some aim in life and to achieve the determined goal in life.

“Without knowledge and education, a man is similar to an animal who doesn't know how to develop”

Anjuman –E- Talimul Muslimeen, Malekpore believes in giving free education. The researcher found that in the institution teachers, principal, Management and Trustees are doing great job for the upliftment of the students

When the researcher conducted the interview of a Trustee, Rasikbhai Patel, it was found that he believes in by giving education to child and thereby serving the nation. “Education is the only path to enlightenment and power”, he said. He wants to produce good citizens from the students who help in building the nation. Anjuman institute is one of the greatest institutes because they are giving free education to those children who are not able to get that because of their economic condition. Their parents are not aware about the importance of education. So, it is challenging for the school to give that environment of education to the students, and they are doing that very well.

Interpretation

Life doesn't stop at contextual information of curriculum but it should be lived on real plane of society. This is to notice that the important is given to factual pragmatic approach of life. As it is overall development of life.

Objective 3: To study the Infrastructure and Administrative aspects of the Anjuman – E- Talimul Muslimeen, Malekpore

In the present study 'Infrastructure' refers to classroom, hostel, kitchen, office and other physical facilities such as laboratory, library, live class room prayer hall, available in the Anjuman –E- Talimul Muslimeen. 'Administration' refers to the office staff, facilities to staff their training, their work culture, etc.

❖ Management

The Trust has a proper a Governing Body. Details of the current Governing Body are presented below. The management committee of the institution consisted of 1 President, 1 Vice President, 1 Gen. Secretary, 3 joint Secretary, 20 Members.

Table 2: Management Details

Number	Designation & Name
1	President : Gulamnabi khan Ajmal Khan Pathan
2	Vice Presidents : 1.Shabbir Ahmed Rahimmiya Shiakh 2.Mohd. Hssein Muradkhan Pathan
3	General Secretry. 1.A Rashid Raheman Patel
4	Joint Secretary: i. Akbar Ali Ganimiya Malek

	ii. Liyakat Ali Mohammad Malek
5	Treasures 1.M. Iqbal Rahimbeg Mirza
6	20 Members

❖ **Name of the Principal**

Ms. SalehaK.Kuresi, M. SC, B.Ed, M.Ed.

Table 3: StaffDetails

Sr. Number	Teachers	Subject
1	Nusrat R Shaikh	English
2	Rukshna S Pathan	Math
3	Safira M Vahora	Gujarati
4	AvantikaBen chauadhri	Gujarati
5	Rekhaben Chaudhari	Gujarari, Geography
6	Tofik M Khalifa	English
7	SarafatKhan D Pathan	Math's
8	Soab N sayad	English
9	Altaf Shaikh	Computer, P.T
10	Ezaz N Shaikh	Account /B.A.
11	Taai I Je	Social science
12	Geetaben D Patel	Gujarati
13	Mehbub Y Shaikh	Science&Tech
14	Saddambhai H Kuresi	Science & Tech
15	SajidbhaiVahora	Math
16	Mansur Mohamad Z	Economics
17	Asefa I Pathan	Environment

18	Irfan N Meer	History & Psychology
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❖ Other Details

- Salary of the staff is according to the government norms.
- Every year, the Anjuman Institute arranges one programme to appreciate bright students and those who have high merit; the institute gives them rewards in the form of money, medals or prizes.
- Students are getting scholarships from the school as well as the government.

Table 4: School Registers

Sr. No.	Registers
1	Hostel Register
2	Attendance register
3	Storage register
4	Teachers' Register
5	Stationary Register
6	Dead Stock Register

It was observed that various records such as attendance of teachers and students, storage of stationary, details of sports equipment, science equipment, records of books, records uniforms etc. are maintained systematically and are up to date. For various purposes various record books/ registers are maintained.

Infrastructure Details

The following are the infrastructure details observed during the research.

- a. **'Live classrooms':** Live class room is a unique concept of teaching in Anjuam School. They have live classroom for math, science and English in which technique of teaching is different. In that teachers are using module, charts etc. related with the topic on hand. Teacher tries to maintain interest of the students.
- b. **Hostel rooms:** In all, there are 320 students in the Hostel. Only Muslim Boys are there in the hostel. The hostel building has three Floors. And in each room there

are 14 to 15 students. They are provided Bed, bed- sheet and other necessary things. In the room there are attached toilets and bath rooms. In each and every room there are 2 fans and 2 tube- lights and Night-Lamps.

The quality of food at the hotel is checked by nutritionists. Management arranges entertainment programs every Saturday wherein they show some inspirational movies and video clips. A Gym has been established for better health of the students.



Daily Schedule in the Hostel

- 4 a.m. to 6 a.m. std. 10 and 12 Study time
- 5 a.m. to 6 a.m. std. 1 to 9 and 11 std. students time for bath
- 6 a.m. to 6:45 a.m. Fazarni Namaz and Tilavat time
- 6:45 a.m. to 7 a.m. Breakfast
- 7 a.m. to 9 a.m. for std. 1 to 9 Madresa time
- 7 a.m. to 8:30 a.m. std. 11 Study time
- 7 a.m. to 9:30 a.m. std. 10 coaching classes
- 9:10 a.m. to 9:45 a.m. Lunch
- 9:50 a.m. to 4:30 a.m. school time
- 1:20 a.m. to 2:10 Zohar's Namaz
- 4:30 p.m. to 5 p.m. Asar Namaz and reading religious book
- 5 p.m. to 5:55 p.m. supper and leisure time
- 5:55 p.m. to 6:30 p.m. Magrib's Namaz and daily attendance
- 6:30 p.m. to 7:40 1-12 std. coaching classes
- 8:45 p.m. to 9 p.m. time to clean the room
- 9 p.m. to 9:45 p.m. 1 to 12 Study time

- 10 p.m Going to sleep

c. Library

Since the school building is under renovation, the library room was not accessible to the researcher during her visits.

d. Classrooms

Class rooms of Anjuman-E-Talimul, Muslimeen Malekpore have good ventilation. There are a computer, 2 fans, 2 tube lights in every class. Class rooms are decorated with different teaching aids and charts.



d. Kitchen

The researcher found that the Hostel Kitchen is neat and clean, and meal is served on time to the students. There are some helpers to serve food. In that kitchen all the 320 students can sit together and eat. In the morning milk and light snack are given. Lunch and supper are served as per planning.



e. Computer lab

Computer lab is on the second floor of the school building. 37 computers are available in the lab. One LCD TV is also placed to show some videos. There are models and charts posted on the wall and computer lab is well ventilated.

Interpretation: In the success of the any internal phenomena, the external aspect and the structure plays major role. This is undeniable fact that the given facilities and the provision help the staff and students to give their best skilled work out of their capacity. Different aspects of the school body have vital role to people in order to bring our coordinate work out of it.



Interpretation

Here researcher found that 'Infrastructure' refers to classroom, hostel, kitchen, office and other physical facilities such as laboratory, library, and live class room prayer hall, available in the Anjuman –E- Talimul Muslimeen, Malekpore and all this things were adequate and appropriate. Administrative aspect includes office staff, facilities to staff their training, their work culture, etc. was good and all the staff members were hardworking and kind.

Objective 4: To study various curricular and co-curricular activities of Anjuman – E – Talimul Muslimeen, Malekpore

Curricular activities

Curricular activities mean the academic activities carried out in Anjuman. It is found that teaching activities begin with an assembly wherein all students, the principal and teachers participate. Students of the school present prayers. The prayer is followed by some other activities such as prayer songs, thought of the day, news, national song etc. These activities are arranged in such a way that all the students are involved.

Teaching – Learning Process in the Institution

Teaching-learning process is a very important part of school life. In Anjuman – E – Talimul Muslimeen, Malekpore teaching learning process is innovative. There are two continuous periods of one subject because the principal believes that it is not possible for the teacher to complete one topic or lesson in one period. The other important thing is that students have to carry books only for 4 periods so it becomes burden free; they have to do only four subjects home work, so they have less burden. Teachers use teaching aids. One important thing is that live class room concept is developed so classroom learning becomes interesting and effective. Chalk and talk method, group learning, and teaching aids, LCD projector are also used by the teachers.



Activities of the School

Besides assembly there are some other activities, too.

- Theme-based talks by teachers
- Today's grip sentence
- Importance of the day by students
- Book review or book reading suggestions

Learning is facilitated through different methods:

Beside chalk and talk method:

- Through Chart.
- Through Model.
- Teaching Aids
- Through Question.
- Group Teaching.
- Through Exhibition
- Through Technology.
- Through Remembering Tips.

1) Co-educational Programme

Without Tuition and without any fees the institute organizes other educational programmes. They are

- Vacation Batch for Std. - 10th (30 days)
- Zero Periods to solve students' basic weaknesses
- Weekly objective Tests for Four main subjects: 25 Marks
- Evening coaching class for Std. 1 to 11

2) Welfare Activities of the School

- Welfare of students is done by Anjuman by giving funds to needy students. This activity organized by students themselves.
- Anjuman Teachers society gives loan for welfare of teachers and provides upto Rs.1000/- at an easy installment of Rs. 500/ -. Without interest to needy staff members. This program runs under the guidance of the principal and teachers.

3) Social Activities

- Gram Safai or cleanliness drive
- Awareness of diseases
- Awareness of Education
- Women's Awareness programme
- Open Village Library
- Vocational guidance programme
- Medical Camps
- Blood Donation Camps
- Awareness of Environment
- Aids Rally

4) Teacher Training programmes

- Computer Training
- Internet Training
- Knowledge of software & Technology
- Lesson Planning Training
- Seminars
- Weekly reading tasks

- Workshops

5) Students' awareness programmes

- Workshops
- Field work Seminar
- Enjoy the exam
- Soft skills
- Exhibitions
- Value Education
- Sex Education
- Personality Development
- Environmental Education

Analysis and Positive discussion

- At the end of the programme all get-together and do the analysis of the programmes about what were the strengths and weaknesses.
- Positive awareness of Teachers' class teaching

Co-curricular activities

In co-curricular activities are included Sports, Cultural events, Agriculture, Singing and Dance, work-shop, celebration of different festivals.



Table: 5 Activities during the Year 2013 -14

Sr. No.	Subject	Taluka Level	District Level	State Level	National Level
1	Mathematics Competition	10	8	8	4
2	Science Competition	6	6	6	-
3	Debate	2	1	-	-
4	Drawing Competition	21	1	-	-
5	Essay Competition	3	2	-	-
6	Burd Activity	15	12	3	-
7	Drama Competition	0	0	9	0
8	Sports Activity	180	169	60	4
Total		237	199	86	8



Interpretation of Teachers' Views

When the researcher went to the school for data collection, she gave questionnaire to the teachers to know their views about education, about the institute and about teaching methods and technique. Here their views are noted down.

1. According to you what is the prime objectives of education?

- Development of society
- Overall development of life as a whole
- It teaches how to maintain harmony among society, home and how to lead life
- institute offers opportunity to earn bread-butter
- To enable child for future life
- To make child self-confident about our self
- To enhance the level of Excellency of child in society
- To give awareness about career
- To make students punctual about time
- For the reformation of life
- To impart the education and teach moral values
- To bring out hidden talent
- To make him/her civilized and well-cultured
- To enable him/her to face competition

2. What is more important in contemporary system of education-----

Knowledge or marks?

- In order to maintain with changing society knowledge is remained.

3. By knowledge individual can solve any prevailing problem of life?

- By knowledge a person can make his life progressive
- It is very important to achieve desired Goal
- If person is knowledgeable, he may find any solution for the existing circumstances in order to understand society. Knowledge plays vital role and contribute new ideas as per its 100% in order to contribute in society.
- It contributes new ideologies.

4. Do you correlate your experience with education and provide good examples out of it for your students? How?

- By setting example from society.
- According to subject related examples
- Examples which are directly related to education
- To give them practical knowledge by offering certain task
- To allow them to behave as that what has been taught in the class.
- To bring awareness about how to behave in society and in personal life

5. How do you prepare students for co-curricular activities?

- Motivate them and give them reward and prize.
- By encouraging them
- By giving positive attitude
- By enactment and storytelling method.
- By making competent TLM and Picture Poster.
- By arranging elocution. Painting and writing competition
- To ask students to prepare subject related project
- Motivate them to do Group work

6. How to face difficulty and find out way for future progress

- Helping them to make future plan.
- To inculcate moral value
- Help them to understand real meaning & purpose of education.
- Create certain situation so that they become confident about themselves.
- To talk about each phase of life so that they take right decision about it.
- To cite ideals examples.

7. How do the students of this school are different from other Schools?

- Economically students belong to poor family
- Parents can't afford much time to look after them and sometimes they need they need guidance & proper environment.
- Mostly students are from Marathi, Urdu and Hindi medium so bit difficult for the teacher to deal with those students
- Students are hardworking and obey the rules and regulations of the school.
- They are very good at sports and other activities too.

8. Which type of programmes are arranged in the school

- Education oriented programme

- Blood donation camp
- Science fair / science exhibition
- Health awareness programme
- Disaster Management Programme
- Skill development programme for ST and St students
- Women empowerment programme
- Guidance about how to imply rational power
- N.C.C Camp
- Fire Brigade Camp
- Guidance for future career
- To arrange expert lecture for students
- List out the tools and equipment's which is used by school?
- Arrangement of tree plantation and a rally for awareness about cleanliness
- Yog – Shibir
- Sports day
- A lecture on how to reduce problem related to traffic
- A celebration of World Environment day
- Computer Lab , projector , live classroom
- Sports equipment's, sports ground , Gym
- Model, equipment's or Math's and science
- Television
- Science lab
- Library
- TLM for different subjects
- Map Globe model

9. To what extent do you encourage your students to participate in extracurricular activities?

- We give them information about those things which are available at home.
- To prepare chart and project
- Provide information about the variety flora & flannel which is in land
- To encourage students to collect information related to economics from the news paper
- To encourage students to participate in Science fair and provide all related information

- institute offer all charts of figure which are very important for basic science like compass, bioscope, microscope, and figure of human different organ

10. Apart from academically how do you helpful to the students?

- Give suggestions and advice related to health
- Provide necessary things related to education
- Provide help in social and economic matter and remove their confusion.
- To spread awareness about cleanliness
- Provide guideline about future
- Motivate them by examples
- Give them friendly environment
- Provide them guidance about study
- Teacher should be a friend philosopher and guide.
- To remove the hesitation and confusion of new students of school or hotel and make the familiar with new environment

11. Do they require any changes? If yes why?

- There should be toys for 1 to 3 standard students so that they can learn through play-way method.
- The provision of main Gate is necessary
- It is highly necessary to expand the playground of the school
- There should be separate room for visitors who come to visit students at hostel.
- There is a lack of necessary books so it is advisable to have collection of necessary books for students.
- There should be sufficient equipment.
- There should be separate garden.

Interpretation

This is important to have the arrangement of others activities apart from study to have change in the process of learning. It includes different events, function, and programs under the light of education. These activities motivate the students to bring out their best hidden talent in them which may help them master on it and get self-confidence.

Objective 5: To study the response of the visitors of Anjuman – E – Talimul Muslimeen, Malekpore

The researcher recorded the activities which were conducted in academic year 2013-2014. The school maintains a Visitors' Dairy. The researcher studied it and collected the suggestions and important remarks made by the visitors for progress of the school. Here are some of those reflections.

1. *Today, we got an opportunity to visit the Anjuman –E- Talimul Muslimeen, Malekpore School; it's been pleasant experience for us to be here. The environment of the school is extremely so appealing for the study. The new concept which is prepared by the principal is so apt to learn different things of day to day life. The most important point that cannot deny about this school is there coordination with each others. It binds them to work together for the some goal that brings out effective result for the school. This new concept should be implied by all the schools of the Gujarat.*

-Dr. Chandramauli Joshi, Chairman, All India Ramanujan Maths Club

2. *The teaching method which has been developed by the school is really worth to apply for the well-being and progress of the school. It can also recommendable to the all schools as well.*

-American federation Muslims of India Delegation Opinion

3. *Anjuman –E- Talimul Muslimeen, Malekpore School is one of such schools which is having very model kind of school and innovative ideology.*

-American federation Muslims of India Delegation Opinion

4. *I am impressed with the progress of the school. I must congratulate to all the dedicated workers. May god bless you all and with best wishes for the continuous of your splendid services in the field of education.*

-American federation Muslims of India Delegation Opinion

5. *As today itself the annual supervision has been conducted and we have collected following information.*

- Students come regularly

- Teachers and students are enthusiastic about their work
- Students come in uniform
- Teachers use teaching leaning aids
- Personal attention is given to the weak students

-K. Nirishak, Education officer

6 *This concept of is very-well developed and will be helpful to all students and teachers. Wish all schools should practice his new developed methods in order to get fruitful result.*

- Jitubhai Patel

7. *A very nice school using latest tool for the learning. I appreciate all the efforts they are making to contribute to help the humanity.*

-Dr. M.I.K, Mehasana

8. *Respected Ms. Salahabanu, by paying visit to your school we are going to cherish the sweet memories that we will keep forever. We are moved by your soft nature and the perseverance of the mind to achieve something in life. May god fulfill all your wish and best wishes for his further progress.*

- Pravruti VidyalayParivaar

9 *What amazing collection of models in mathematics! It's really wonderful. The real concept is getting cleared to the students with the use of this model. The efforts done by the teacher Saleha Kureshi and supported by managing committee is deserved appreciation.*

Dr. P.N Dave, Diet

10. *Your every work in the field of curricular and co-curricular suits for the appreciation. They are serving to the society. Every single effort deserves worth appreciation. Your principal and teaching staff has got great vision. We really like your laboratory of science, social science, and math. There is nice collection of tools and appliances that helps to create interest in students.*

Bharatbhai Patel, Vidya Bhavan, education research center.

11. The live mathematic exhibition has been prepared by Anjuman –E- Talimul Muslimeen School. You have made the school lively with the constant efforts of the students and the teachers.

R. B. Prajapati , Shiva Vidhyalay, Patan

The researcher went through the Visitors' Book and gathered the information. The researcher collected all the important remarks given by the visitors. The researcher noted down all the important points.

Interpretation

From the gathered views of the visitors the researcher collected certain points as the final remarks:

- The school has got the team work and the quality of unity.
- The students and teacher relation is very harmonious.
- Teachers motivated students with their maxim to the students.
- New techniques are evolved to make study more comprehensible.
- Teachers use the necessary chart along with them to make class more effective.
- All materials are prepared by the students under the guidance and instructions of the teacher.
- Apart from the curriculum activities teacher also motivate students to participate in cultural activities.
- New guest are welcomed by the school to provide all necessary information to the students.
- Students are not only instructed to study but also the moral values are inculcated to them to make their life more meaningful.
- New project work, drama, one day camp such activities are conducted by the school to keep the students active to face the challenge of life.
- There is a celebration of teacher's day; independent day, republic day, and many other educational events where students can be remained active.

Objective 6: To study the reactions of the students on their experience at school

Table:6 Students Reactions

Sr. No	STATEMENT	YES	NO	INDEFINITE
1	Is there harmonious relationship between students and teachers?	99.2%	0.8. %	0%
2	Do the teachers bring changes in their methods of teaching?	83.2%	14.4%	2.4%
3	How is teachers' attitude towards you?	99.2%	0.8%	0%
4	Does your teacher create conducive atmosphere while teaching?	97.6%	1.6%	0.8%
5	Do your teachers give you personal guidance?	99.2%	0.8%	
6	Are there enough computers to use?	89.6%	10.4%	
7	Do you think the usage of computer is sufficient?	88%	12%	
8	Does your teacher use interactive method and activity in classroom teaching?	99.2%	0.8%	
9	How do the teachers and principal behave? Are they friendly and helpful?	96%	4%	
10	Do teachers show any interest in your personal problems or problem related to studies?	94%	5.6%	
11	Do experts visit the school for interaction with teachers and	91.2%	8.8%	

	students?			
12	Is there any sports event organized by the Institute?	98.4%	1.6%	
13	Is there any screening of videos and films in the school?	68%	30.4%	1.6%
14	Are you satisfied with the facilities provided by the school?	93.6%	6.4%	
15	Do you go to library for reading books, magazine and newspapers?	63.2%	36%	0.8%
16	Does the authority give any importance to sports in school?	99.2%	0.8%	
17	Has any tour been organized by the school?	99.2%	0.8%	
18	Is there any general knowledge class?	93.6%	6.4%	
19	Do you celebrate any festival in your school?	68%	28%	4.8%
20	Do you find any sort of discrimination by the teachers?	27.2%	72%	0.08%
21	Do you feel this school as your family?	95.2%	4.8%	

Interpretation

- 99.2% students agreed that there was harmonious relationship between students and teachers.
- 83.2 % students agreed that teachers made changes in the method of teaching.
- 99.2% students agreed that teachers' behavior towards students was polite and friendly.
- 97.6% students agreed that teachers used interesting methods of teaching.
- 99.2% students agreed that teachers gave personal guidance to the students.

- 89.6% students agreed that they got enough opportunity of using computers.
- 88 % students agreed that they got enough time for using computers.
- 99.2% students agreed that the classroom teaching was interactive and activity based.
- 96% students agreed that teachers and principal have polite and friendly relations.
- 94% students agreed that teachers took interest in the life of students, apart from teaching.
- 91.2% students agreed that expert visit them quite often and interact with them.
- 98.4% students agreed that a sports event was conducted by institute.
- 68% students agreed that teachers showed them educational films and videos.
- 93.6% students agreed that they were satisfied with the facilities provided by the school.
- 63.2% students agreed that they visited library for reading newspapers and magazines.
- 99.2% students agreed that the institute gave importance to sports activities.
- 99.2% students agreed that the institute organized tour for the students.
- 93.6 students were agreed that General knowledge classes were given to them.
- 68% students agreed that festivals were celebrated in the school.
- 72% students agreed that there was no discrimination by the teachers.
- 95.2% students agreed that Anjuman School was their family.

Alumni views about Anjuman- E- Talimul Muslimeen, Malekpore

- The alumni informed that they were facilitated by the teachers.
- Whenever they found any difficulty they are allowed to meet the teachers.
- Teachers gave them required information related to career.
- Some extra helps were provided by the teachers to the students in time of any social or economic crisis.
- This also to take into account that teachers were enthusiastically participated in the social function of alumni with respect their concerns for them.
- Those alumni who were poor in study they were given special attention by the teachers.

4.3 Conclusion

Thus, the data collected through different techniques and tools were analysed and interpreted. Attempts were made to understand the ways of working and

find out if the school was functioning according to its objectives and aims. The researcher tried to coverall the important aspects of Anjumn-E- Talimul Muslimeen, Malekpore. Evidence of the study has been placed in this chapter in the form of tables and pictures.

CHAPTER 5

FINDINGS, IMPLICATIONS AND CONCLUSION

5.0 INTRODUCTION

The present chapter deals with the summary of the study. It summarises the entire study in terms of the objectives of the study, the research design, tools and techniques used during the study, the findings, etc. It goes on to state the implications of the study, make recommendations to various agencies and offers suggestions for further research.

5.1 STATEMENT OF THE PROBLEM

A CASE STUDY OF THE ANJUMAN - E – TALIMUL, MUSLIMEEN, MALEKPORE

5.2 RESEARCH QUESTIONS

1. To what extent are the aims and the objectives of Anjuman –E – Talimul Muslimeen, Malekapore realized?
2. Is teaching learning process followed by the school creative, motivating or is it just rote learning and completion of curriculum?
3. Do teachers follow novel methods of teaching?
4. Is there any genuine development of students in terms of learning?
5. To what extent is Anjuman– E – Talimul Muslimeen, Malekapore successful at the present time?
6. What is the philosophical basis of Anjuman–E– Talimul Muslimeen, Malekapore in terms of its vision, mission and goals?
7. How does it impart education for holistic development of students?

5.3 Findings

It was clearly observed that the expected development of the school has taken place in every possible way. Attempts are made by the management to translate the ideals of the school into practice. And, to a large extent they have succeeded, as well. New methods and materials are being used by teachers with advanced

technology. The school has retained its values of reaching out to the needy even under pressure. Further, it has tried to take care of the ideals it set out with. This is noticed in the disciplined behavior of and high aspirations among the students. The school has been able to help the local community also in numerous ways. This has inculcated social values among the students.



5.4 OBJECTIVES OF THE STUDY

1. To study the aims and objectives of the Anjuman– E – Talimul Muslimeen, Malekpur
2. To study the philosophy of the Anjuman– E – Talimul Muslimeen, Malekpur
3. To study the infrastructure and administrative aspects of the Anjuman– E – Talimul Muslimeen, Malekpur
4. To study various curricular and co-curricular activities of Anjuman– E – Talimul Muslimeen, Malekpur
5. To study the response of the visitors of Anjuman – E – Talimul Muslimeen, Malekpur

6. To study the reactions of the students on their experience at Anjuman-E-Talimul Muslimeen, Malekpore

5.5 Findings

The researcher studied the core aspects of the school to meet the objectives she had set out with. The data were collected accordingly.

The philosophy of the school is to empower the socio-economically poor students through education which is materialized as the education is provided here is progressive focusing not only on academic but holistic development. This was obvious from the awards and prizes won by the students especially in sports at the district, state and national levels. Every year the teachers bring new change in their ways of teaching and methodology. The school arranges various activities as a part of the education that gives opportunities to the students to get mastery on their learned skills. The responses of the visitors are the true mirror telling up to what extent the school has progressed. The researcher conducted interviews with the alumni to know their views about the school and its functioning as it has got the affirmative respond about the method and the teaching. They opined that the teaching helped them to make their life stable and enabled them to lead life as satisfied social individuals.



5.6 RESEARCH DESIGN

The present study employed case study method. The nature of the study was both qualitative and quantitative. As part of the study data were collected on different aspects of the school from varied sources. Data were analysed and interpreted statistically and descriptively.

5.7 TOOLS USED

The tools used for the research were

- **Semi structured Interview**
- **Reaction Scale**
- **Observation**
- **Field notes**

5.8 EDUCATIONAL IMPLICATIONS OF THE STUDY

The findings of the study lead to the following implications for various agencies.

School Managements and Educational Trusts

This study can be useful to school managements and educational trusts through the healthy practices of Anjuman –E- Talimul Muslimeen, Malekpore. The ideals of the school and its readiness to reach out to the society, especially the needy, are worth appreciating. This is a lesson for individuals and groups involved in managing schools.

Institutional Heads

The views, commitment and progressive ideas of the head of the school to a large extent can decide the climate at the school. Ms. Saleha Kuresi, the principal of Anjuman –E-Talimul Muslimeen, Malekpore has a great deal of conviction in what she is doing. She works with passion for the profession. Therefore, good results are seen both in the students' behavior as well as teachers' performance. This is a lesson worth learning for others.

Parent-Teachers' Associations

Every educational unit works with the collaboration of the major individual entity. In education parents and teachers' association is very essential to development of the any

institution. This research work gives details about how teachers and parents can come together to help the students do their best. This research work gives the information about the performance and the achievement of the school that can inspire parents to let their child to develop holistically.

NGOs

This research work has given a brief introduction about the trust and how it assists in the running the school. Their style of functioning is like an NGO, that is, they work to improve the lives of people around them. This is done in the spirit of service. This example is worth following. The contribution of the school to the society makes it an inherent part of society.

5.9 SUGGESTIONS FOR FURTHER STUDY

Having completed the research study on hand, the researcher has developed insights into other areas that require inquiry. Some of these have been enumerated below.

- Case study on Primary Schools in rural area
- Study of English medium schools in interior areas
- Study of a multi-grade school with a single teacher
- Comparative study of two different schools with unique features
- Case study of he Madressa
- Case study of schools with other minority groups (Christian, Muslim, Parsi, etc)
- Case study of Marathi medium schools in Vadodara/ Ahmedabad
- Case study of a Central school in a rural area
- Comparative study of a well-established/reputed Gujarati medium school in a city with a well-established/ reputed English medium school in the same/ nearby area

5.10 CONCLUSION

Thus, the case study of Anjuman –E – Talimul Muslimeen, Malekpore, a unique educational institute came to a close. It was heartening to know that although a minority school located in a rural area, catering to students from socio-economically poor background, the school is performing well in terms of high aspirations for itself

and the students. It is a very good example of a close relationship between the school and the surrounding society because the institute is sustained through donations from the society and helps the needy among them. Sincerity and commitment of the people involved --- the management, principal, teachers, and some parents--- have created a positive image of the school in the nearby areas. It was indeed a pleasure and an opportunity for this researcher to study this institute.

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