

Mainstreaming Education for Sustainable Development among Minorities in West Bengal: A Case Study of Al-Ameen Mission

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Article History

Received: 12.01.2018

Accepted: 23.01.2018

Published: 30.01.2018

DOI:

10.21276/sjahss.2018.6.1.28



Abstract: Education plays an essential role in the overall personality development of individual. What is more important is provision of quality education rather than opening institutions without taking care about quality issues. With the passage of time it was realized that education is necessary for all without any discrimination on the basis of caste and creed. Gradually various national, international and state boards and organizations of school education came into existence to serve some or the other purposes. In the education sector, many NGOs have moved beyond 'gap-filling' initiatives into capacity building activities. This article presents the findings about the factors of Al-Ameen Mission influencing its own image in the sector of education for the upliftment of backward community in West Bengal. As, only 7% Bengali medium students have got chance to admit in Govt. medical colleges through CBSE NEET Exam in 2017 in West Bengal. The students of Al-Ameen Mission have got almost 5% seats among 7% successful candidates for admission in Govt. Medical Colleges in West Bengal [1]. Now the Mission has 64 branches with almost 13 thousand resident students (both boys and girls) from Class-V to Class-XII & Coaching Courses for NEET, JEE main and WB JEE, and 5 thousand day-scholars[2]. There are 1941 doctors, 2015 engineers, 55 State Civil Service officers and others among 18 thousand alumni of Al-Ameen Mission [3]. It is noticed that a lot of residential institutions for minority community are being established in every district of West Bengal, inspiring from Al-Ameen Mission. It becomes a silent revolution among minorities in the State [4]. This paper seeks to study Al-Ameen Mission using a framework based on the hypothesis: Al-Ameen Mission is increasingly involved in capacity development among the weaker section of the society in West Bengal. As the development discourse leans towards developing skills and tools for strengthening society. Based on the literature review relating Al-Ameen Mission the author composed a web questionnaire which was send to the General Secretary, Trustees, Managers, Superintends, Branch In-Charges, Educators, Teachers and some students of each units. A Field study at the main branch and others, and an interview with the Founder General Secretary of the Mission were organized by the author of the Study. Based on research results it found out that many factors influence Al-Ameen Mission's image to a remarkable content of an ideal institution and a model NGO.

Keywords: Al-Ameen Mission, NGO, Education, Minority, Community, Development, 'Best Practice'.

INTRODUCTION

This is the outcome of the study conducted to asses Al-Ameen Mission, located at Khalatpur, a remote village of Howrah in West Bengal. This effort is made not to pedestalize the Mission to the exclusion of others. This would be judgmental and discriminatory. It seeks to emphasize the philosophy of an NGO's endeavor for collective excellence and to promote the inclusive culture of mutual support in the furtherance of a common cause. In a state like ours, where education is a large enterprise, we may advisedly resort to an enlightened economy of learning from one another. Without losing its own identity and uniqueness in

particular directions of development, an institution will only be richer by emulating or creatively adapting a 'best practice' of another. Establishment of Al-Ameen Mission was inspired by Ramkrishna Mission [5]. It is in this sense institution which creates opportunities for underprivileged section may be looked upon as 'models', rather than prescriptive norms [6]. The assessment report of this study is reproduced here in the hope that the strengths highlighted in a form that may trigger and motivate others to make them their own. The institution presented here has distinguished itself as performing quality education for learner development; enhancement of social access to higher

education like medical, engineering and others; nation building through extension branches in West Bengal and neighboring states like Bihar, Jharkhand, Assam and Tripura[7]. It has been agent to nurture a large body of youths in the state, which are shaped in the most impressionable age to develop sensitivity to quality in intellectual attainment; to assume roles as responsible citizens and leaders to determine the destiny of the country; and to acquire a cultural identity and values, which bridge tradition and modernity [8]. Those who have passed out of them have provided effective leadership to the state, nation and the rest of the world in several spheres of activity. A few of their significant achievements are mentioned below. It has widened access to higher education for the economically poor and the underprivileged section of the society [9]. They cover all avenues of development from child care to care of women, from moral development to science and technology, and from skills development to cultural preservation. Some of the women's branches of the Mission encourage one to believe that women have carved for themselves a niche and won an identity through education [10]. Their vision to define the future of minority community as a dynamic and vibrant community second to none in intellectual pursuit and social graces is revolutionary. The progress of youth among minorities through Al-Ameen Mission, and the goals of perfection they are confident to reach, may be unique in the country[11]. Most of the branches are outstanding achievers in academics. Learner-centered pedagogy, devoted teachers and effective leaderships have given them the unique benefit of moving towards global parity in education [12]. The demands and difficulties of one of the largest educational enterprises notwithstanding, they have succeeded in making the common youth of today see the dawn of opportunity to excel the rest on equal terms. Consequently, Al-Ameen Mission has influenced the neighborhoods in order to bring about social transformation through education. So, it is noticed that a large number of residential institutions among Muslim communities spread all over West Bengal [13]. Their infrastructure and equipment are almost comparable to those of the best institutions in the state, their curricular reforms based on WBBSE, WBCHSE, CBSE and WBBPE, their teaching-learning pedagogy are comprehensive to include restructuring, updating and replacing of study under the banner of Al-Ameen Centre for Education Research and Training(AACERT)under the guidance of Prof A K Jalaluddin, an eminent scholar of international repute; and their managerial strategies have become more democratic and participatory [1]. They are pointers to greater goals and achievements which may keep changing the backward community of the state in a satisfactory position in the society. And this is found that it becomes one of the most revolutionary movements among minorities for education in West Bengal after Independence of the country [14].

Objectives of the Study

Following are the major objectives of the study

- To analyze the curriculum, syllabus, and pedagogy practiced in the Mission
- To find out how they nurture their students
- To study how the Managing bodies carry out the programme
- To study evaluation and examination pattern, conducted by them and their actual operational status in the units
- To make a list of good practices of the Mission and make a comparative assessment
- To measure the quality percentage achievement of the Mission through various quality indicators the field of education, covering ethics, religion, morality, philosophy, literature, skills and general knowledge, is a very broad and very vital one.

The importance of learning in enabling the individual to put his potentials to optimal use is self-evident. Without education, the training of the human minds is incomplete. Education makes man a right thinker and a correct decision-maker. It achieves this by bringing him knowledge from the external world, teaching him to reason, and acquainting him with past history, so that he may be a better judge of the present. Without education, man, as it were, is shut up in a windowless room. With education, he finds himself in a room with all its windows open to the outside world. Education is the process of instruction aimed at the all-round development of boys and girls. Education dispels ignorance. It is the only wealth that cannot be robbed. Learning includes the moral values and the improvement of character and the methods to increase the strength of mind. Present trend of education in Indian schools is a good example of such learning in which learners are the recipients of sacred and precious values imparted regularly by the teachers. A good moral based education is also a must. As students want education by which character is formed, strength of mind and knowledge increases and makes them independent. Learners receive this kind of teaching in Al-Ameen Mission and have every confidence to say that along with prosperity they will also have character due to the quality of education they received [15].

METHODS OF THE STUDY

This study is based on qualitative study using field survey, personal interview and discussion with the functionaries of different wings of Al-Ameen Mission with the help of a structured Check list and questionnaire. Discussions were also held with the concerned officials of Al-Ameen Mission and the Founder General Secretary Mr.M Nurul Islam for the purpose of the study.

Tools and Techniques used for the Data Collection

A structured questionnaire schedule is prepared to understand the actual compliance status of Al-Ameen Mission. And these questionnaires were sent

to the branch in-charges to their e-mails. A list of good practices that is popular in residential education system has been prepared on the basis of questions and asked during the field study at Khalatpur, the main campus and neighboring campuses (Mentioned in the delimitation of the study). Observation Methods: Some good practices in the Mission have been formally observed during the field study. A checklist (assigned value, Yes=1, No= 0) has been used and measured the percentage achievement of the good practices in the Mission. Various questions related to quality indicators in education have been asked to the Mission functionaries and its applications were also observed during the field study.

Delimitation of the Study

The present study only focuses the good practices and development criteria of Al-Ameen Mission. The field studies were taken place at Khalatpur (Std. V to Std. XII & Coaching Course, both for boys & girls),the main campus of Al-Ameen Mission and neighboring campuses like Al-Ameen Mission Academy, Khalisani (Boys Campus from Std. XI to Std. XII & Coaching Course) ,Al-Ameen Mission Academy,Uluberia (Boys & Girls-Std.XI, XII & Coaching Course), Al-Ameen Mission Academy, Nayabaz(Boys Campus from Std. XI to Std.XII & Coaching Course), Al-Ameen Academy, Unsani(Boys-Std.V to Std.X) and Al-Ameen Academy, Paikpari(Boys-Std.V to Std.X), all are in the district of Howrah, and Al-Ameen Mission, Panchur(Boys Campus from Std. XI to Std.XII & Coaching Course) and Al-Ameen Mission Academy, Newtown(Boys Campus from Std.XI to Std. XII & Coaching Course) in Kolkata, and Al-Ameen Mission, Patharchapuri(Std. V to Std. XII & Coaching Course, both for boys & girls) in Birbhum, all are in the state of West Bengal.

Section-1: Preface

An institution with a belief “Allah never changes the condition of a people unless they strive to change themselves”(Quran 13:11) started its journey with the collection of one fistful of rice from every doors in its village Khalatpur, a remote village far from the main town Howrah, West Bengal[16]. At the beginning there were only eleven residential students under a tinny shed in the year 1986, slowly and gradually. And now in 2017 after three decades Al-Ameen Mission spreads its 64 branches all over the west Bengal and in neighboring Bihar, Jharkhan, Assam and Tripura. It has 18 thousand alumni. At present, almost 13 thousand resident students and 5 thousand day-scholars are studying across different branches of Al-Ameen Mission. Around 1500 teachers and staffs are engaged for nurturing them. The name of Al-Ameen Mission has now become synonymous with success in medical and engineering stream. It is also remarkable to note that many of the students are archetypical ‘first generation learner’. Till date 1941 students have got chance to study in governmental medical college &

2015 students have got chance to study in engineering colleges. A number of 55 students have succeeded in State Civil Service and allied examinations and there are several thousands who have completed their UG/PG degree and are well established in life. Now Al-Ameen Mission has become the largest NGO working for the social & educational upliftment of the minority community in the state. [1]The name of the institution was taken from the name of the Prophet Hazrat Mahamood(S) who was called ‘Al-Ameen’ means ‘honest’ by His disciples[17].

Section-2: Criterion – wise Analysis

Criterion-I: Curricular Aspects

Al-Ameen Mission follows the syllabus prescribed by WBBSE for Secondary, WBCHSE for Higher Secondary, WBBPE for Primary (Day-Scholars) and CBSE for English medium. Teaching and learning is consistent with the goals and objectives of the institution. It offers a wide range of residential preparatory courses for competitive examinations like CBSE NEET, JEE Main, WBJEE, WBCS, etc. The institution also prepares its students to hone their skills in spoken English and to appear for proficiency tests in the English language by arranging tutorials. Basic courses in computer are offered as value-added courses through the non-formal system in order to enhance learning opportunities. Some teachers are in the academic bodies of the institution. Within the framework of the curriculum prescribed by WBBSE, WBCHSE, CBSE and WBBPE, the institution has developed modules to enrich the knowledge, skills and values of students. Teachers upgrade their knowledge and skills by regularly conducting, and participating in seminars, conferences, workshops, orientation and refresher courses by the Mission. The Mission changes in academic strategy felt to be necessary on the basis of the feedback received from students, parents, teachers and community. As a consequence, special value added programmes are formulated to enrich the knowledge and competence of students.

Criterion-II: Teaching - Learning and Evaluation

The institution has a transparent admission procedure. Students are selected for admission strictly on their merit evident in performance in special entrance tests and interviews and in previous academic record or a combination of all of these[18]. The institution publishes its prospectus annually and it provides adequate information regarding admission procedures, available courses, fee structure and other information relevant to student needs. The Mission has adopted the healthy practice of preparing a teaching-learning calendar in respective subjects well before the commencement of the academic session. A dedicated team under the banner of Al-Ameen Centre Education and Research (AACERT) under the guidance of Prof. A K Jalaluddin, eminent scholar of international repute, has been formed by the Mission for research work in

the field of education, to make it in scientific temper to satisfy the need of the Country, as described in NCF-2005, RTE-2009 and different commissions of Education. A complete and exhaustive academic calendar is prepared in accordance with the boards norms to ensure effective teaching by AACERT. The Mission has divided their service in two segments, one is for schooling hours and other is for coaching hours for their students. There is a strict routine of daily practices for the students from dawn to night, i.e. schedule of attending prayers, coaching classes, schooling, food habits, games and play, refreshment activities, etc. And there is a strict norm and disciplines for the students and guardians. The AACERT develops constructivist teaching-learning strategy for juniors and seniors. The expert academic team of the Mission develops strategy, norms and criteria regarding academic calendar, teaching strategy, student's evaluation for Higher Secondary and preparatory courses for mentioned competitive examination. AACERT follows a child-centric joyful teaching-learning process instead of traditional lecture method. Classroom teachings are supplemented with display of models, audio-visual aids, charts, maps, field studies, tutorials, wall posters, question answer sessions, demonstration and regular class tests. Students are also given assignments, and are encouraged to participate in quizzes, workshops and debates. Periodic tests are part of the internal assessment of student performance. They follow Continuous and Comprehensive Evaluation (CCE) pattern. There is also a provision for remedial teaching to the educationally disadvantaged students. Teachers develop different TLMs for effective teaching. The AACERT also assists teachers in preparing teaching-learning aids. Special coaching is offered to brilliant and weak students. A noteworthy feature of the academic programme of the Institution is the maintenance of daily work diaries by teachers and this helps them to plan their teaching programmes effective. These daily diaries are reviewed by the respective Heads of Departments and the In-Charges every week. Weekly examinations are held and continuous internal assessment is made in all the classes offered by the institution. These reinforce learning and skill development among students. The institution provides additional study materials and other incentives to advanced learners in order to help them to achieve distinction in their respective subjects. The Management selects teachers through Teachers Recruitment Test and interview conducted by AACERT. Adequate numbers of teachers are appointed on ad hoc basis when teaching positions fall vacant. The institution has an inbuilt mechanism to respond to suggestions, complaints and grievances of students and parents regarding the teaching-learning processes and support facilities made available to them. The Members of Mission, AACERT and teachers participate in the national and regional seminars/workshops/conferences organized by Government, NGOs and other Scholars for Quality and Excellence in Education [1]. Al-Ameen

Mission has a good number of permanent teachers as well as visiting teachers from some reputed schools and colleges. The visiting teachers have shown passion of education beyond traditional teaching territories, as some of them become long term associates of Al-Ameen to nurture the talents from the backward minorities [19].

Criterion-III: Research, Consultancy and Extension

The total faculty strength of Al-Ameen Mission is 1500 in 64 branches, most of them have UG and PG degrees and some have M. Phil. and Ph. D degrees. Teachers in the Departments of Bengali, English, Arabic, Political Science, History, Geography, Nutrition, Education, Economics, Biology, Chemistry, Mathematics, Physics, have made the teaching effective. Faculty members of main branch Khalatpur provide regular consultancy services to other branches of Al-Ameen Mission. Some of the branches have library and laboratory. The institution has developed in-house capability to develop subject-specific teaching aids on the basis of requests made by teachers. Publication of the journal Al-Ameen Barta is commendable in true sense. Al-Ameen Mission is gearing up to enhance the participation of the community in these fields through publishing books, journals and periodicals. It is regularly publishing the magazine "Al-Ameen Barta" (in Bengali) and in-house newsletter in English. A project by Al-Ameen has been taken up to design and publish books, pamphlets, journals, literatures etc. containing moral values and contemporary through pertaining to education, culture and research for the holistic development of the students and general public as well. Al-Ameen Mission is also offering consultancy services to other institutions in the state. The Mission actively promotes extension services responsive to community needs. Various extension and awareness programmes are being regularly conducted by the Mission against pollution in different form and customs in the society, i.e. natural, social, moral, etc. Al-Ameen also envisages to make its presence felt in other sectors too. Till now, it has produced nearly two thousand doctors who are going to serve the community [14]. The Mission has already started health care services successfully in few of its units and is willing to start the same in all the residential units soon [3]. Advocacy of hygiene, literacy campaigns, pulse polio campaigns, blood donation camps, etc are among the helpful services to community. All these outreach activities are planned and carried out under the overall supervision of the General Secretary of Al-Ameen Mission, Mr. M Nurul Islam. Needs of victims of natural calamities and other crises in the local area are promptly met. At the time of natural calamities neighboring the campuses, students and managements received the goodwill and appreciation of people by raising substantial funds and other material aids for the victims. For these exemplary social services in the sector of education and other, the Hon'ble Governor of the West Bengal honoured the

Mission 'Bangabhusan' Award in 2015. Al-Ameen Mission has been awarded the Telegraph School Award for Excellence in 2002 and 2009 sharing with the South Point High School, Kolkata. It also got The Telegraph School Award for Excellence for the best academic performance in competitive examinations in 2004 and the Certificate of Honour in 2005, 2006 and 2008[18]. The Mission is extending its units rapidly in all sphere of West Bengal and neighboring states to give it a larger cover for mobilization of the minority community on a larger scale.

Criterion-IV: Infrastructure and Learning Resources

Al-Ameen Mission is now become 'brand' name in the sector of education for minority community in West Bengal and neighboring states. It has 64 branches under Al-Ameen Mission, Al-Ameen Mission Trust, Al-Ameen Educational Council and Al-Ameen Trust; all are being considered as 'Al-Ameen Family' or 'Al-Ameen Movement'. Around 13 thousand residential students are studying under the guidance of 1500 devoted teachers and staffs. And there is almost 5000 day-scholars in 26 day schools. The main campus of the Mission has a vast campus spread over 20 acres of land with adequate infrastructure facilities and resources for various educational programmes, administrative functions and extension services effectively [19]. In addition to this, it has fully equipped laboratories, the career guidance centre, computer lab, library, the audio-visual room, gymnasium, two seminar rooms, well equipped dining rooms, hair cutting salons, stationary stores, students refreshment shops, separate play grounds for boys and girls, generator sets, etc. The gardens of the Mission are well maintained. The Mission Management monitors and plans the future growth of the institution commensurate with the increasing number of students and the ever-evolving education pattern. A commendable feature of the institution is the optimal use of existing infrastructure. The Mission has got 2 acre land allotted by Government of West Bengal in New Town, Kolkata in subsidized rate, and in Ghaziabad, near New Delhi, where coaching centers for prestigious competitive examination and A Training & Research Institute for Higher Studies will be set up in coming future[1]. The Mission has got a lot of land banks across the state and neighboring under its banner, as a gift donated by well-wishers of the society and some has been purchased by the Mission. The Mission has a First Aid facility for students and employees. There is the Al-Ameen Mission Zakat Fund which provides scholarships to poor meritorious students for continuing their studies till end and it also provides loans to the teaching and non-teaching staff without any interest. Teaching and non-teaching staffs are offered residence. The Mission has adequate infrastructure facilities for sports and games. It has a gymnasium with indoor games for girls students, equipment for gymnastics; football, cricket, volleyball, and kabbadi grounds, etc. Every year the inter-campus

football tournament is organized at Khalatpur, the main campus. It is imperative to note that staff and students in rural areas need skills to meet challenges of the present world. So, frequently the Mission organize seminars, conference, workshops on different skills and agendas by scholars for students, teachers, staffs, managers, in-charges, superintends and the members of the Trustees at the main campus Khalatpur and other branches.

Criterion-V: Student Support and Progression

The Mission admits students to different classes on the basis of their merit. It publishes its prospectus at the beginning of each academic session and each coaching courses, which contains information regarding admission procedures, fee structure, services provided to students and also rules and regulations of the Mission. Al-Ameen Mission has now 64 residential campuses spreading over almost all the districts of West Bengal and its neighbouring states accommodating 12710 students-8643 boys (68%) and 4067 girls (32%)[1]. The Mission has a unique feature of having different fee-structure for the students of different categories depending upon their financial conditions. The students from well to do families pay their fees in full whereas remittance is given to those who can't pay the full amount. Those who can't pay at all, are exempted of all kinds of fees. Moreover, a considerable number of seats are reserved for meritorious orphan students. At present 5338 students (42%) enjoy half-free studentship and 3432 students (27%) enjoy free studentship facilities from the Mission [14]. AACERT is responsible to make academic calendar, details of curricula, support services to teachers and in-charges, regulations regarding internal tests and formative and summative assessment, etc for Primary and Secondary on the basis of norms and regulation of WBBPE, WBBSE & CBSE and keeping in mind of NCF-2005, RTE-2009, NCERT and the recommendation of various commissions on child education of the country. And the expert academic team is for Higher Secondary and Preparatory coaching courses for CBSE NEET, JEE Main, WBJEE, WBCS and other competitive examination. The dropout rate is rare while the success rate is about 99 per cent, which is commendable. The Mission consistently acquires remarkable positions in Boards examinations as well as in Competitive examination. It is considered to mention few examples of 'Success Galore' of the Mission are Md.Arif Shaikh stood 1st with 99.4% marks in Std.X Final Board Examination 2007, and stood 16th with 91% marks in Std. XII Final Board Examination 2009 in West Bengal, now Senior Research Fellow at HRI, Allahabad since 2014 working on Black Hole Accretion, Analogue Gravity, General Relativity and also collaborating with a group at ICTS-TIFR, Bangalore, Abdul Malek Khan stood 10th Rank in State School Final Examination 2017, Kazi Dilruba Khanam stood 10th rank in the State Higher Secondary Examination 2017, Dr.Sk Hammadur Rahaman stood 10th Rank in State Medical Entrance

and now studying DM (Endocrinology) at All India Institute of Medical Sciences (AIIMS), New Delhi, Sowgat Muzahid got 80% in Std. X in 200 and Std. XII with 80% in 2002 and now Postdoctoral Research Associate 2016 in Leiden Observatory, Leiden University, The Netherlands[1]. Students are given scholarships from Zakat Fund to economically backward students for higher studies [20]. The Alumni of Al-Ameen Mission donates their zakat to this Fund. The Mission also gives financial aid to high achievers and outstanding performers. It also provides necessary academic training in co-curricular activities. The Mission encourages students by providing a large number of physical and infrastructure facilities to participate in national and international talent search examination. It also has facilities for indoor and outdoor games. Many students appear for competitive examinations and necessary books are made available in the library for the purpose. Many have benefited from this facility. The Mission has a Regular Career Counseling Cell headed by a Guidance Officer at Central Office of Mission at 53/B Elliot Road, Kolkata-70016, who makes efforts to secure guidance through discussion with students highlighting student profiles. The Alumni of the Mission is vibrant and active by regularly helping the Mission in improving its facilities. Among the alumni are outstanding doctors, engineers, educators, officers, political dignitaries, statesman, businessmen and social workers. A strong liaison of continuous and unstinted support of the people, philanthropists, the alumni, and some charitable and Govt./NGOs help the Mission by generating funds and opportunities for this noble tasks. People in large numbers are now getting involved by offering lands to Al-Ameen Mission as a gift. The first major fund the Mission got was from Maulana Azad Education Foundation of Govt. of India and G.D. Charitable Society of West Bengal. The Mission received contribution from renowned filmmaker like Mr. Mrinal Sen from his MPLADS Funds. Minorities Affairs and Madrasah Education Dept. of Govt. of West Bengal has been kind enough for giving financial and moral support for imparting coaching programme as well as for providing scholarships to its needy students. The Ministry of Minority Affairs, Govt. of India is providing grants-in-aid for giving free coaching to the students of Al-Ameen Mission to prepare them for medical and engineering entrance examination [1]. Numerous well-wishers have extended their generous hand towards fulfilling the goal of the Mission [16].

Criterion-VI: Organization and Management

The Mission has a well-defined Management structures with four Registered Trusts and Society (Under the Indian Trusts Acts, 1982 and Society Registration Act 1860), i.e. Al-Ameen Mission, Al-Ameen Mission Trust, Al-Ameen Education Council and Al-Ameen Trust [2]. The General Secretary of each Trusts and Society is the same person Mr. M Nurul Islam, Founder General Secretary of Al-Ameen

Mission. Almost three decades back, in a remote corner of West Bengal, a group of people led by M Nurul Islam came together and dared to walk in an untraveled path [19]. They wanted to transform the lackluster minority community into a vibrant and throbbing one. They were absolutely certain that education was the only tool to uplift the morale of the whole community and make a turnaround. Thus, Al-Ameen Mission came into being. Some of the important members of Al-Ameen Mission are Nani Gopal Chowdhury, Sk. Md. Ali, M.A. Rashid, Dr. Sk. Md. Hasan, Sk Maruf Azam, M. Abdul Hasem Mollick, Kazi Abdul Basir, Nurul Anowar, Abu Saleh Md. Rezwanaul Karim, Sk Hasibul Alam, Dildar Hossain, Sk Hafijur Rahaman, Md. Alamgir Biswas, Md Asraful Hossain and others. Meeting of each Trust and Regulations are taken place on different development agendas in regular interval. The coordination and monitoring mechanism is controlled by various committees lead by the Founder General Secretary M Nurul Islam, which look after various functions of the Mission. Prominent among these committees are the Advisory Council, the Managing Committee, the Building Committee, the Academic Committee, the Discipline Committee, the Student Welfare Committee, etc. Various academic activities are planned and coordinated under the overall supervision of the Superintends, Mr. Maruf Azam for higher secondary and Mr. Hasem Ali for secondary at the main campus of Al-Ameen Mission, Khalatpur, keeping coordination with AACERT and mentioned various committees. The practice of self-appraisal of teachers exists and information on teachers 'performance is also obtained through a self-appraisal proforma. The non-teaching staffs work under the direct supervision of the Superintends and the Mission has been able to discharge its duties effectively. Different segments of the Mission help the institute to work with total involvement. Besides, certain academic and administrative powers are delegated to all the departmental heads. Periodic meetings of the General Secretary with HODs and in-charges of the branches are convened to take stock of the overall situation. The Mission Management reviews teacher and staff performance through the Annual Confidential Reports. The efficiency of the non-teaching staff is also assessed at regular intervals. The General Secretary directly deals with the redressal of grievances of both the teaching and non-teaching staff. Students have easy access to teachers and to the Superintends for redressing of their day-to-day problems. Various welfare measures are offered to students, such as the Book Bank, medical checkup, etc. The accounts of the Mission are well maintained and are audited regularly by internal and external auditors.

Criterion-VII: Healthy Practices

The study has identified a few unique features about the Mission which have enhanced the academic ambience of the institution. They are as follow:

- The Philosophy and Leadership of the General Secretary of Al-Ameen Mission has motivated its students, teachers, parents, guardians, managers, superintends, in-chargers and other stakeholders of the society for a noble job. So there are many patrons who donate lands, funds and other resources to the Mission. And it becomes a silent revolution among minority community in West Bengal.
- A built-in system of ensuring internal quality checks in all administrative and academic activities.
- Cordial atmosphere exists in the Mission which reflects collective synergy and spirit of team work.
- The Zakat Fund of the Mission gives financial assistance to students in need of help.
- The effective teaching strategy and teachers are helpful to prepare their students.
- Students work is continuously evaluated for internal assessment for all round development.
- Alumini actively support infrastructure development and student services.
- Career and personal counseling is offered to their students by the Career Counseling Cell of the Mission.
- A devoted research oriented minds in AACERT under the guidance of Prof. A K Jalaluddin are fully engaged in research activities to make the learning simple, joyful, constructive, integrative, scientific and effective to the students.
- The effective teaching-learning pedagogy, student friendly residential accommodation, supervisions, unique fees structure for all strata of minority community and effective leaderships have made their students intellectual, social, moral and spiritual identities in the society.

Section-3: Overall Analysis

After going through the Self-Study Report from field study, interview, questionnaire and various sources, and on the basis of its review made of various academic and physical facilities, find that the Mission has been able to make remarkable progress of backward community in the state after Independence of the Country [21]. The partition of Bengal in 1947, as a result of the Indian independence, left the Muslim community in the back foot. Most of them, the intelligentsia in particular, left India in droves for erstwhile East Pakistan, currently Bangladesh. Due to this exodus, the development of this community went spiraling down-educationally, economically, sociologically and even politically. It was a severe blow for the community because in a quirk of circumstances, they, until then the majority of the population turned into minority. Gradually they became isolated from the

mainstream and lagged far behind. A gaping hole was created in the psyche of this marginalized community. The conception on which Al-Ameen Mission came into being was plain and simple. It wanted to build a family far off from a traditional school or institution, where the students from all strata of the society and get the equal opportunities to grow up. They would be facilitated with modern education combined with moral values and ideology and become a complete human being. Merit was given the top priority for admission so that no talent is lost. The Mission took this measure as it was understood that education is the most powerful tool to change the condition of the society positively. Keeping this idea in mind, Al-Ameen Mission began its journey in the year 1986-87 with only eleven students [22]. They were given modern education with moral values as well in a fully residential system. The students from poor and downtrodden families were kept and nurtured free of cost. The expenses for this purpose were met up from the donation collected by the Mission authority from door to door visit. Gradually it was spread among the masses and thereby increasing the demand day by day among community. Now, it has indeed grown up into a big family comprising 13 thousand resident students, 5 thousand day-scholars, 18 thousand alumni, 1500 teachers and employees and thousands of other stakeholders. The movement initiated by it three decades back is spreading rapidly. It functions in accordance with the aims and objectives laid down by Indian Constitution for NGOs.

The Study suggests the followings to the institution for its growth and development

- In view of the economic backwardness of the people of the surrounding area of its units, the Mission may consider the introduction of a larger number of market-friendly, short and long-term job oriented courses to its local students.
- More job-oriented courses may be introduced by making optimal utilization of existing resources and by providing additional infrastructure wherever necessary
- Students drop out rates are increasing rapidly in our society. So the Mission may form a body to establish and monitor Community Learning Centers across the state like BRAC (NGO) in Bangladesh, Naandi Foundation in Hyderabad, etc.
- The Mission should think about the disadvantage slow learners in our community and give attention to it.
- They have 26 day-schools with 5 thousand students across the state. The Mission may establish more day schools with N.O.C from School Education Department, West Bengal to access all strata of the community and low merit students.
- The Mission may provide the facility of a language laboratory to develop communication skills of its students..
- The Mission may pay more attention to research and consultancy.

- All categories of students of every branch may have access to computers, well equipped library and science laboratories. There should be all of these facilities in every branch.
 - There should be seminar halls and auditoriums in every branch for conducting discussion, seminars, conference, workshops and debates on various topics of knowledge and development.
 - Faculty and student personality development programmes may be organized at regular intervals.
 - The Mission may establish more branches in West Bengal and in neighboring states to accommodate a larger number of resident students for upliftment of backward community at a large scale.
 - An ideal coaching centre for Indian Administrative Service and other prestigious examination may be established as soon as possible.
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