

PRESENTATION, ANALYSIS AND INTERPRETATION
OF DATA

P A R T T W O

THE SCHOOLS

- Chapters VII, VIII, & IX : ORGANIZATIONAL GOALS
- Chapters X & XI : ORGANIZATIONAL STRUCTURES
- Chapter XII : ORGANIZATIONAL SOCIAL BASE

CHAPTER VII

ORGANIZATIONAL GOALS (1)

CONCEPT AND CLASSIFICATION OF SCHOOL GOALS

INTRODUCTION

A review of the contextual dimensions of the schools selected for study in the last three chapters has revealed; the particular features of each school, owing to the diverse local and regional environment in which it is situated; as also the broad common characteristics of these schools, which reflect the values and objectives of the common Apostolic Carmel Management and the special features of the Indian Secondary Education System. These characteristics will now be examined closely in this section, in terms of the main component of organizations, namely their goals. The analysis is based on the empirical data gathered from the field study of these schools.

Schools viewed as Organizations are taken to be "Social units deliberately constructed and re-constructed to seek specific goals".¹ The schools were founded with

1. Amitai Etzioni, Modern Organizations. p.5.

specific goals in view, which have evolved over the years. The original goals might have been adapted or succeeded by new goals, because of the changing internal and external needs and pressures. The change could be in content or in the emphasis given to different goals at different times. The institution might have retained its original goals intact, if there was no threat to its survival, or because of a low capacity for change and adaptation. At a particular point in time we wish to take stock of the situation and ask "What are the goals of this particular school?"

The concept of organizational goals as applied to service organizations in particular, is explored and developed on the basis of the conceptualizations of organizational goals by organizational theorists, in the first part of this chapter. The organizational goals are then classified with reference to the Apostolic Carmel Educational Objectives and the national policies and objectives of education on the basis of Gross's Taxonomy of educational goals of universities.

Concept of Organizational Goals:-

The meaning of Organizational goals is derived from the very concept of organizations, which are social units oriented towards the pursuit of specific goals. An organization, in particular a school, would not exist

if it were not for some specific purpose. The organization engages in some activity. This activity is not simply random behaviour. It is based on some notion of what the purpose of the action is. This purpose or goal is the basis for organizational activities. Organizational goals have been defined by Etzioni as "a desired state of affairs which the organization attempts to realise."² It is the end which an organization sanctions and selects, to which it applies its energies and resources, in a constructive purposive manner.

It is true that a number of researchers came to view the concept of organizational goals as being too rational and purposive. As Katz and Kahn say, "the essential difficulty with this purposive or design approach is that an organization characteristically includes more and less than is indicated by the design of the Founder or the purpose of its Leader."³ Less because individual members share in varying degrees in the purpose of the founder and more, because goals and purposes are just one aspect of an organization. While the researcher agrees with Katz and Kahn about the problems in a purposive view of organizational goals, the researcher does not take quite as strong a

2. Amitai Etzioni, Op. Cit., p. 6.

3. Daniel Katz and Robert Kahn. The Social Psychology of Organizations, p.68.

position in support of organizations as non-purposive or non-rational systems. To obviate the danger of reifying the organization, the goals of the school are inferred from a variety of sources, particularly from the perceptions of the members of the organization.

Organizational goals can be approached from a variety of perspectives. Parsons has cogently pointed out that organizational goals are intimately intertwined with important and basic societal functions. At the other extreme is the position that organizational goals are nothing more than the goals of the individual members of the organization. Both positions disguise more than they illuminate. While the researcher maintains that the goals of an organization are related to societal functions in general, each organization has its specific goals which distinguish it from other organizations performing the same basic functions. If it is assumed that the organizational goals are the sum total of the variety of individual goals of members, the whole point of organization is missed. If there were only individual goals there would be no point in organizing. These are distinguished as motives or the causes that lead individuals in an organization to emphasise some goals in preference to others. When people come together in the form of an organization the goals become an abstraction towards which they work together. The goals of an organization are therefore an abstraction distilled from the

desires of members with reference to the purpose of the founders and specific societal needs.

Treating goals as abstract values has the merit of showing that organizational actions are guided by more than the day-to-day whims of individual members. At the same time abstract values must be converted to specific guides for the actual operation of an organization. Perrow takes this position when he distinguishes between "official" and "operative" organizational goals. Official goals are "the general purposes of the organization as put forth in the charter, annual reports, public statements by key executives and other authoritative pronouncements."⁴ The official goal statements of the schools are stated in vague generalities in the school prospectus etc. Operative goals on the other hand "designate the ends sought through the actual operating policies of the organization."⁵ They tell us what the organization is trying to do; regardless of what the official goals say are the aims. In many cases operative goals reflect the official goals, in that they are abstractions made more concrete. However operative goals can evolve that are not directly related to the

4. Charles Perrow. Complex Organizations, p.186.

5. Ibid, p.188.

official goals; they are a set of ideas about where the organization should be going, which are operationalized into specific plans and procedures.

Organizational goals change for three major reasons. The first is direct pressure from external sources which leads to a deflection from original goals. The second is pressure from internal sources. This may lead the organization to emphasize quite different activities than those originally intended. The third factor is, changed environmental and technological demands that lead the organization to re-define its goals. Etzioni puts forward 'over measurement' as another phenomena by which the emphasis is shifted from the achievement of actual goals to organizing the energies around activities that are easily quantified. When the easily quantifiable measure is stressed organizational goals become deflected toward the achievement of the easily measured aspect.

An understanding of organizational goals leads to the conclusion that most organizations have more than one goal. These multiple goals may be in conflict with one another, even then they are still a basis for action. The action itself may or may not conflict with conflicting goals.

The purpose, or goals is the basis for organizational activities. It is true that means can come to be emphasized

more heavily than the goals itself and that members of the organization may have no idea of why they are doing what they are doing. Ritualistic adherence to norms may become the norm, but these behaviours would be impossible without the presence of a goal. Even when forgotten or ignored the goal is still the basis for the organization, since the means would not have developed without it in the first place.

The goal concept though complex and problematic is vital to the analysis of organizations. Goals are the key to understanding organizational activities. They serve as guides for what happens in an organization. If the concept of goals is not used, organizational behaviour becomes a random occurrence, subject to whatever pressures and forces that exist at any point in time. Since organizations have continuity and do accomplish things, the notion of goals as abstractions around which behaviour is organized remains viable.

"In organizations the problem of goals and goal attainment has priority over all other problems".⁶

6. Talcot Parsons. The Theory of Social and Economic Organizations. p.62.

As Gross and Grambsch put it "The existence of an organization is justified primarily by its orientation to a set of goals, and it is continually judged by how successfully it attains those goals."⁷

It is the presence of such goals and the subsequent harnessing of effort to attain them which is at the core of modern organizations. The researcher considers goals therefore of central importance in the study of organizations.

The specific goals of an organization is an empirical matter which can be ascertained. As Gross and Grambsch suggest "although an organizational goal is not the same thing as a personal goal, nor is it necessarily the same as the goals that a particular person desires for an organization, goals would consist of the statements of particular persons, attesting what they thought the organizations goals were."⁸

Faced with the problem of goal identification Gross concludes that "two kinds of evidence are necessary before one can claim a goal is present and to measure its importance.

7. Edward Gross and Paul, Grambsch. Changes in University Organization, P.8

8. Gross and Grambsch. Op. Cit. p.9

1. Intention:- What participants see that the organization is trying to do, namely what they believe its goals to be, as revealed by verbal statements or symbolic acts.
2. Activities:- What persons in the organization are in fact observed to be doing, particularly in the way they spend their time and resources." ⁹

Thus an organizational goal is operationally defined as, a state of the organization as a whole, toward which the organization is moving, as evidenced by statements persons make (intentions) and activities in which they engage.

Intentions and activities are distinguished from 'outputs' which the organization produces or distributes to persons outside itself. Data on outputs refer not to goals but to the degree of success in attaining goals. Goals are targets and the output measures how well we meet the target. They may provide symbolic data on what the goals might be, however they are not necessarily reliable. Since the aim is to study goals and not outputs, the obvious measures of output are not employed.

9. Gross and Grambsch. Op. Cit. p.16.

The researcher assumes with Gross that the assertions of participants will be based on two kinds of evidence mentioned earlier if the right type of questions were asked, so that persons could give reliable responses. Relying on this assumption the particular organizations whose goals the researcher wishes to investigate are approached. A review of the organizational philosophy and history of the Apostolic Carmel has given the basic values that serve as inputs to the goals of these institutions. A critical appraisal of the Indian Secondary Education System has revealed its salient features that affect the aims of education in these schools. The historical review of the five schools has identified the official goals of these institutions as given in the school prospectus, annual reports, souvenirs and other documents. However these values and stated goals could imply mere material for publicity, mere legitimations and intentions. They may not describe what the schools are actually doing but rather provide a public justification for what they are doing. They are purposely vague and general. While these were taken into consideration while framing the questionnaire, the data regarding goals was obtained by collecting and measuring the members' perceptions of what in their view the real school goals were.

The method for empirically identifying school goals centres round the assertions of school members, staff and students. It is presumed that the schools have many goals, and they would all be pursued, but with varying degree of emphasis. The concern was not so much to analyse the goals, as to ascertain the importance given to particular goals in comparison to others. In order to obtain some protection against the danger that a respondent's perception of actual goals be simply an expression of her own desires for these goals, Gross's distinction between 'perceived' and 'preferred' goals was adopted. This allows greater flexibility in characterising institutions. Each respondent was asked to state first how important a given goal is in her school and secondly how important she thought it should be. The 'is' and 'should be' response categories were put next to each other to make a clean distinction between the two. The findings on the real goals of the school are based on the answers to the 'is' questions i.e. the perceived goals. The answers to the 'should be' questions i.e. preferred goals, revealed personal or organizational values desired by the participants and their goals expectations, rather than goals. They served as a countercheck to the real goals.

In order to secure data both on goal intentions and activities, which is reliable and in order to present the respondent with a statement which she is asked to respond

to rather than inviting her to make a statement, a list of 40 goals was drawn up taking Gross's classification for a basic frame work and keeping in mind the specificity of the Apostolic Carmel educational objectives. The respondent was presented with statements corresponding to a sector of behaviour which she was likely to have observed as a member and was asked what she 'perceived' to be the importance of each goal, by rating it on a five point scale and what importance she thought the goals should receive in her school by rating the same goal statement.

The importance of a given goal in each school is measured by the average of the perceptions of all the respondents, teachers and students of that school. The average cannot be taken to represent reality 'in toto'. However as Gross remarks it is more probable that a large number of observers will come closer to the truth than that a large number will err. The fact that practically 95% of the entire staff members and 50% of the students of classes IX and X of the Secondary Schools answered the questionnaire, adds weight to the belief that the statements of goal intentions, correspond with the real goals of the school, to a very large extent.

APOSTOLIC CARMEL OBJECTIVES IN EDUCATION

In order to examine the specific goals of an organization such as a school, the background of the educational policies and objectives set down by the legally constituted authority of the organization needs to be examined. A review of the Apostolic Carmel educational objectives as found in the official documents of the institute, over a period of 115 years of its history seems imperative.

The early documents spell out the aims of education rather vaguely. As given in the Constitutions of 1949,:

"The secondary and special end is the propagation of the Catholic Faith through the education of girls, or other works which, in the judgement of Superiors, will be useful for the Mission." 10

"The principal means used to obtain the secondary end, is the education of girls of all classes and creeds, in boarding houses, orphanages, and schools of various grades, ranging from the elementary to the collegiate." 11

Education was considered to play an instrumental role in the propagation of the Catholic Faith. The accent was not so much on conversion, as imparting Christian values through education.

10. The Apostolic Carmel Constitutions 1949, p.2

11. The Apostolic Carmel Constitutions 1949, p.2

The social dimension seems to receive greater attention in 1969, as given in the Acts of the special chapter 1969:

"Excellence in every sphere will be one of the goals of our education rather than mere success at the examinations, so that the harmonious development of the spiritual, physical aspects of the human personality may be fostered in our students." 12

"Emphasis should be placed on the moral formation of our students in a spirit of freedom and responsibility, so that maturity and self-discipline may be directed from within rather than imposed from without. As they grow up, they will be given positive and prudent sex education. Moreover, they will be trained to take their part in social life and to act energetically on behalf of the common good." 13

The aims of education are spelt out more clearly and precisely in the Apostolic Carmel Constitutions of 1979:

"While our education will be directed towards the total development of the person we will primarily be concerned with instilling Gospel values in those we educate and forming responsible citizens of the country who are ready to take their place in social, political and cultural life with selflessness and zeal. Our special focus will be the formation of committed Christians who are filled with a sense of mission to their country and to the world." 14

12. The Acts of the Special Chapter 1969, p.59

13. The Acts of the Special Chapter 1969, p.60

14. The Apostolic Carmel Constitutions 1979, p.36

"We shall work toward making our institutions agents of social change fostering a genuine and active social concern among our staff and students thus helping to build a society of justice, love and peace." 15

The Apostolic Carmel Schools have the following goals put forward in their prospectus and school diaries:

"Our goal is to form integrated persons capable of responding to life's challenges with joy and a deep faith in God, guided by right values in their choices and decisions, enriched by our cultural heritage and committed to the service of our people." 16

"Our aim is an all-round training for girls to enable them to be spiritually oriented, morally upright, intellectually well informed, socially concerned, nationally conscious, appreciative of their culture, emotionally balanced and physically well-developed." 17

The following three main dimensions of educational aims can be culled out from a study of the aims and objectives of Apostolic Carmel education and Apostolic Carmel schools in India, as given in various official documents and statements.

15. The Apostolic Carmel Constitutions 1979, p.36.

16. School Diary 1987 - Carmel School, Delhi. p.1

17. Carmel School, Delhi. School Diary 1987, p.2

1. Education of the Intellect

- i) Intellectual Formation:- Training of the intellect; to grasp and perceive knowledge, developing keenness in intellectual faculties, training towards intellectual maturity, developing alertness to the environment and curiosity to learn from situations and sources, logical reasoning.
- ii) Creativity:- Fostering a spirit of inquiry rather than routine memorization. Developing capacity for self learning rather than amassing facts. A wide rather than bookish knowledge of the subject learnt, critical assessment of situations, problem solving.
- iii) Learning Skills:- To develop language skills of self-expression through correct reading, speaking and writing.
- iv) Climate for Learning:- Through discipline, balanced with a humanistic atmosphere, respect for the person and a cordial and personal relationship between the teacher and the pupil that will facilitate learning and growth. A selective process in admission of students and recruitment of staff to maintain an academic environment and academic standards.

2. Education of Character

- i) Religious minded:- To enable the Christian students to deepen their faith and commitment to Jesus Christ and His values.
- ii) Spiritually Oriented:- To make the students God-centred, to help the students to be guided by sound values in their choices and decisions and to develop their ethical system.
- iii) Prayer:- To train students in methods of prayer, concentration and silence.
- iv) Value Orientations:- To impart Christian values of fraternal love, justice, dignity of human person, self-control, consideration for others, gentleness, courtesy of manner and demeanour and an attitude of service.
- v) Inspiring Teachers:- As given in the Apostolic Carmel guide lines for a teacher: "The A.C. teacher should be thoroughly convinced of the fact that she is called to be an "Alter Christus", (another Christ) by carrying on His work of predilection... She is therefore exhorted to form her own life on this Divine Model, knowing well that she cannot impart to others what she has not within herself. Her apostolate will only be successful in proportion

to her interior spirit of prayer and recollection."18

3. Education of Social Dimension

- i) Social Behaviour:- Training in courtesy, social manners, etiquette and politeness.
- ii) Skills as Women:- Training in skills for better homes, needle craft, sewing, cooking etc.
- iii) Responsible Citizenship:- Aware of the traditional values and cultural and religious heritage of the country, rights and duties as a citizen, knowledge of the lives of religious leaders and other outstanding leaders of the country.
- iv) Social Concern:- This has been given special emphasis after 1969. Being aware of the needs and problems of society, spirit of service and sharing, awareness regarding the social evils and rights of women. Developing a sense of justice and sisterhood.
- v) Social Action:- This has been given importance quite recently, education for social change, changing elitist attitudes, uplift projects, non violent

18. Sister Candida A.C. History of the Apostolic Carmel 1870-1920.

protests against violation of human rights and dignity and preferential admission to the poor and disadvantaged children.

CLASSIFICATION OF ORGANIZATIONAL GOALS:

A study of the Apostolic Carmel Educational goals as found in the various official documents of the institute, has provided a design of the Apostolic Carmel goals. In order to ascertain empirically what the real goals of the schools are, a list of organizational goals of a school based on the Apostolic Carmel educational design, and the national policies of education was prepared. The list followed the general framework proposed by Gross and Grambsch in their study of American Universities (1968:12-14) and was modified to suit the Indian situation and adapted to the needs and level of secondary schools.

Following Gross's suggestion for classification of goals it was accepted that there are two kinds of goals in an organization. Those which are reflected in an output of some kind, which are called "Output Goals" and the goals of those who are charged with responsibility for the maintenance activities, which are termed "Support Goals".¹⁹

19. Gross and Grambsch. Op. Cit. p.13.

Output goals are those which are reflected in some product, service, skill or orientation which will affect society. They give us the nature and characteristics of goods and services produced by the organization. The output goals can be further subdivided into four subgroups, according to the particular identifiable outputs the organization contributes to the environment:-

- a) Student-expressive:- Those goals which attempt to change the student's identity or character in some fundamental way.
- b) Student-instrumental:- Those goals which change the student's skills or capabilities and equip students to do something specific for society.
- c) Research:- Those goals which involve production of new knowledge or solution of problems.
- d) Direct Service:- Those goals which put the power which the organization generates to provide direct and continuing services to the population outside the school.

Support goals are also called system goals. They refer to characteristics of the organization as an organization, rather than to its products and services. "Organizations are systems and in order to survive and continue to function, they must be concerned with more than

output."²⁰ "An organization must do more than give attention to goal attainment in order to attain its goals."²¹ These do not involve activities that directly contribute to goal attainment but attempt to state a set of conditions essential for the functioning and maintenance of the organization and are indirectly connected with goal attainment.

In any organization, activities concerned with support may be regarded as goals, since they are essential to the functioning of the organization, clearly involve an intention or aim of the organization as a whole, and receive a great deal of attention from many participants who deliberately engage in activities that will move the organization towards them.

The Support goals are subdivided using the general categories (AGIL Paradigm), that Parsons has suggested for the functional imperatives of social systems, into:-

- a) Adaptation Goals, reflect the need for the school as an organization to come to terms with the environment in which it is located; to attract students and staff, to finance the school, to secure needed

20. Etzioni. Op. Cit., p.10

21. Gross and Grambsch. Op. Cit., p.13

resources, and to validate the activities of the school with those persons or agencies in a position to affect them (Adaptation function).

- b) Management Goals, involve decisions regarding who should run the school, the need to handle conflict, the courses to be prescribed, planning and establishment of priorities as to which output goals should be given maximum attention. (Goal attainment function)
- c) Motivation Goals, seek to ensure a high level of morale and satisfaction on the part of staff and students and emphasise loyalty and commitment to the school as a whole. (Integration function)
- d) Position Goals, help to maintain the position and prestige of the school in terms of the kind of place it is, compared to other schools and in the face of trends which could change its position.

The Apostolic Carmel educational goals spelt out particularly the output goals. However it is presumed that the support goals will also be present in the schools, in order to facilitate the functioning of the school and indirectly contribute towards attaining the output goals.

LIST OF GOALS USED IN THE QUESTIONNAIRE

Taking Gross's taxonomy of goals for universities and Macia's classification for colleges for a basic frame work and keeping in mind the specific Apostolic Carmel educational objectives and the national objectives of education, a list of 40 school goals was prepared, which were included in the questionnaire. Though the list of goals is rather large it is by no means exhaustive. Too small a list of goals restricts the focus of an organization with multiple goals. It was hoped that a list of variety of goals, each characterised by a certain degree of emphasis, would provide a richer picture of the directions in which the schools were moving when taken as a whole. For a given school the relative positions of goals would provide, not simply a statement of the goal or goals, but a picture of the goals or their content. In the analysis, it was the emphasis which a particular goal or a set of goals received relative to other goals, that was considered relevant. The list of goals given below are in their conceptual order, though in the questionnaire, they were presented somewhat at random, to ensure greater objectivity.

OUTPUT GOALS

A) INDIVIDUAL ORIENTED

(a) Education of Intelligence

1. To produce a student who undergoes a thorough intellectual formation and develops keen interest in learning.
2. To initiate class-room research projects and to encourage independent and creative thinking in students.
3. To demand and enforce discipline among staff and students as a necessary requisite to their own academic work.

(b) Education of Character

4. To develop the inner character of students so that they can critically appraise situations and make sound, correct moral choices.
5. To provide students imbued with certain values such as integrity and honesty, sympathy, a sense of co-operation, service and respect for persons.

6. To help students become religious minded and spiritually oriented by providing opportunities to learn and practice these values.
7. To train children in prayer meditation, silence and concentration to deepen their faith in God.
8. To train students to understand and accept themselves and others and to be emotionally well integrated.

(c) Education of Social Dimension

9. To provide the student with skills, attitudes contacts and experiences which improve her chances of occupying a high position in society.
10. To offer students opportunities of developing qualities of sociability, self-expression, and leadership through activities outside the classroom.
11. To foster in the hearts of students sentiments of nationalism, patriotism and the spirit of self-sacrifice for their country.
12. To provide students with opportunities for living and working together in co-operation rather than competition.
13. To expose students to real life situations in order to make them aware of their less privileged brethren.

14. To inspire students with the desire to bring about a radical change in the social system, to work for a just social system.

(d) Society Oriented (Direct Service)

15. To train students in skills to develop their potential as women, to enable them to build good homes.

16. To train students in useful work skills to initiate them towards self-help and self-employment.

17. To offer extension courses to youth who are not necessarily students of the school, in typing, computers, needle-work, cooking and the like which are primarily job-oriented.

18. To conduct literacy programmes for the benefit of the school workers, dropouts and the people of the neighbourhood.

19. To provide cultural leadership for the neighbourhood through cultural programmes, talks, seminars and performances.

20. To instill social concern in the students and promote social justice by having the school take up one meaningful project of socio-economic uplift in a slum or village.

21. To cater in a special way to socially, economically and otherwise disadvantaged students, for instance, by admitting a certain percentage of such students and assisting them with remedial programmes.

SUPPORT GOALS

B) INSTITUTION ORIENTED

(a) Adaptation

22. To adapt school policies to the expectation of parents, benefactors, and influential persons in society.
23. To meet the expectations of the education department and to win favourable judgement of the educational authorities.
24. To do as well as possible what the school is expected to do within the framework of the education department.
25. To admit only students of the highest academic potential as measured primarily by Entrance Test results.
26. To pioneer in the line of educational reforms such as new teaching methods, new methods of school organization, new evaluation methods etc.

(b) Management

27. To ensure efficiency through long range planning, goal setting and periodic evaluation.
28. To answer to the felt needs of our times to provide for the involvement of staff and students in the decision-making processes of the school.
29. To see that there is harmony and smooth running of the school by resolving conflicts.
30. To provide quality education in spite of the constraints imposed by the Education Department and so to conduct courses of greater educational relevance not in the syllabus.

(c) Motivation

31. To make the school a place in which the staff have maximum opportunity for professional advancement and in-service training.
32. To allow the teachers academic freedom to use their initiative in classroom teaching.
33. To provide security to teachers regarding their job conditions.
34. To provide a full round of student co-curricular activities.

35. To provide a humanistic atmosphere where every student is able to have a sense of belonging and develop her potential.

(d) Position

36. To ensure that a fair proportion of students obtain high results and the school obtains high percentage of passes in the board examination.
37. To increase the prestige of the school or, if it is already high, to ensure that it remains so.
38. To keep the traditions of the school , so as to maintain its distinctive character.
39. To participate in inter-school competitions at various levels and ensure that the school obtains a position.
40. To meet the crisis of Women's Education in India by providing high quality academic instruction even at the risk of being called elitist.

Table 36 presents the above mentioned classification, with the key idea of each goal, taken to represent the goal. This abbreviated form will be used henceforth in the rest of this study.

TABLE: 36

CLASSIFICATION OF ORGANIZATIONAL GOALS

OUTPUT GOALS	TYPE	SUPPORT GOALS
<p>A. <u>INDIVIDUAL ORIENTED</u></p>		<p>B. <u>INSTITUTION ORIENTED</u></p>
<p>a) <u>Education of Intelligence</u></p>		<p>a) <u>Adaptation</u></p>
<p>1. Intellectual formation</p>	<p>Student Expressive</p>	<p>22. Adaptation to influential persons</p>
<p>2. Creative thinking</p>	<p>Student Expressive</p>	<p>23. Favour of Education Department</p>
<p>3. Discipline</p>	<p>Student Instrumental</p>	<p>24. Within framework of education Department</p>
<p>b) <u>Education of Character</u></p>		<p>25. Admission of highest</p>
<p>4. Character formation</p>	<p>Student Expressive</p>	<p>26. Pioneer Educational reforms</p>
<p>5. Human values</p>	<p>Student Expressive</p>	<p>b) <u>Management</u></p>
<p>6. Spiritual Orientation</p>	<p>Student Expressive</p>	<p>27. Ensure efficiency</p>
<p>7. Prayer and Concentration</p>	<p>Student Expressive</p>	<p>28. Participation in Management</p>
<p>8. Emotional Integration</p>	<p>Student Expressive</p>	<p>29. Conflict Resolution</p>
<p>c) <u>Education of Social Dimension</u></p>		<p>30. Non-prescribed courses</p>
<p>9. Social Position</p>	<p>Student Expressive</p>	<p>c) <u>Motivation</u></p>
<p>10. Leadership Training</p>	<p>Student Instrumental</p>	<p>31. Professional Advancement</p>
<p>11. Nationalism</p>	<p>Student Expressive</p>	<p>32. Academic Freedom</p>
<p>12. Co-operation</p>	<p>Student Instrumental</p>	<p>33. Security-job oriented</p>
<p>13. Social Awareness</p>	<p>Student Instrumental</p>	<p>34. Co-curricular Activities</p>
<p>14. Social changes</p>	<p>Student Instrumental</p>	<p>35. Humanistic Atmosphere</p>
<p>d) <u>Society Oriented</u></p>		<p>d) <u>Position</u></p>
<p>15. Skills for Home</p>	<p>Direct Service</p>	<p>36. High Examination Results</p>
<p>16. Job Preparation</p>	<p>Direct Service</p>	<p>37. Institutional Prestige</p>
<p>17. Extension Courses</p>	<p>Direct Service</p>	<p>38. Institute Character</p>
<p>18. Adult Literacy</p>	<p>Direct Service</p>	<p>39. Position-competition</p>
<p>19. Cultural Leadership</p>	<p>Direct Service</p>	<p>40. High quality instruction</p>
<p>20. Uplift Project</p>	<p>Direct Service</p>	
<p>21. Admission of Disadvantaged</p>	<p>Direct Service</p>	