In the introductory chapter we have noted the various aims of education and pinpointed attention on the basic aim of education as being the preparation for adult occupational roles. Broadly speaking education is expected to provide formal socialisation and promote autonomy development amongst its recipients. The school and the educational system emphasize achievement, and as such try to employ universalistic principles in respect of judging the students' performance. Moreover, the school is a disciplining agent and exposes students to the norms of society. Because of the emphasis on achievement and adherence to the universalistic entities, school can be expected to promote educational, occupational, economic and social mobility. In fact, in most of the developing societies education is looked upon as a promoter of mobility. It is felt that by acquiring formal education even students from non-privileged and deprived sections can make the "grade". Moreover, education is also looked upon as an investment in man and therefore, through education not only that better citizens are made available but the overall efficiency of society is also expected to rise. The entire movement in favour of education has to be analysed from this standpoint. In fact, that has been the problem of our study with special reference to the primary and secondary school education as provided for by the Poona Municipality.

Theoretically one could expect that the aims of
education would be furthered by providing school education, particularly by making it available to different strata. In reality, however, there are several requisites which have to be fulfilled in order that the aims of education can be realised through the running of the schools. The nature of the building of the school assumes a great deal of importance in respect of the physical environment e.g. it may be or may not be congenial for imparting and receiving of education. In so many instances, one finds that a school is located in a very busy and noisy locality which militates against the proper imparting and receiving of education. The space at the disposal of the school is also important because overcrowding in the classes would also detract the influence of education. Various kinds of amenities and facilities, such as proper sitting arrangement, fresh air, sunlight, hygienic conditions and sanitary arrangements as well as the availability of good water for drinking also affect the receiving and imparting of education. Apart from the physical conditions of the school, the teacher pupil ratio is also extremely important because if there were too many pupils in the class, there is a danger that discipline in the class cannot be maintained resulting in the ultimate breakdown of the training and educational process and programme. It is a matter of common observation that when there are very few teachers relating to the number of pupils it becomes wellnigh impossible to maintain any discipline as well as to impart any training and pay personal attention to the pupils. It should be mentioned here that with
the rising level of aspirations and the demand for education
the tendency of overcrowding in schools gets accentuated
particularly when the education is provided free by Municipal
and such authorities. Apart from the physical amenities and
lack of adequate space and the teacher pupil relation, another
important thing is the availability or the lack of various
teaching materials and resources. In so many schools one
finds that teaching aids are not available, libraries are
most inadequate. Another extremely important factor to be
considered is the social background of the students who attend
Municipal or other schools where education is provided free.
By and large one could say that relatively poorer sections of
the population send their children to Municipal schools. It
is not only the monetary deprivation which is to be
emphasized but absence of traditions of education in the
families of those pupils is perhaps much more important in
respect of its consequences for the impact of education.
Even on the basis of commonsense observation one could say
that by and large the pupils from Municipal schools belong
not only to poor social economic strata but their parents
also did not have much education to boast of and as such are
not in a position to provide the second line of defence at
home. On the other hand one sees that in higher
socio-economic strata with better educated parents the
process of education is considerably facilitated because of
the vigilence, interest and the capacity of the parents
in respect of the child’s education. That is why increasing
importance is being attached to parent-teacher association in
order to further the process of education. It should be
mentioned that when lack of parental education is coupled with poverty and economic deprivation, all sorts of complications arise in respect of the receptivity to education. There is a close relationship between the school and social stratification. On the one hand we expect that because of education, educational, occupational, economic and social mobility would be made possible, but on the other hand we also have to remember that the system of stratification imposes severe restrictions on the availability of education, e.g. those belonging to relatively lower socio-economic strata cannot avail themselves of the best facilities for education. Thus they are constrained to send their children where education is provided free even though it might be deficient in certain respects. There is no denying the fact that differential schooling perpetuates the system of stratification. One has only to study the social composition of pupils belonging to public schools, schools run by private societies and schools provided either by the Government or the Municipality. Therefore, different types of schools attract different types of students, in the sense that they belong to different socio-economic strata and capacity and educability and the desire to acquire education is not necessarily taken into account while admitting students to the different types of schools. Thus, there are serious constraints on mobility and also in respect of the realisation of the aims of education, when one views the greatly varying conditions from one school to another.

In developing societies, education is looked upon as a promoter of modernization. Education can promote modernization provided education is conceived of as an ideal type. All the
components of the educational system including the teachers, pupils, the management of the school, and of course the parents must be able to discharge their responsibilities effectively if education is to fulfil its purpose - as an agent of modernization. Education as a system must be in the first place modernized which makes rigorous demands on its components, which are rarely fulfilled in reality. When one scans the actual scene, one finds that even the principle of equality of opportunity in respect of education and training is not available. As pointed out earlier, the kind of schools and education which is available to children seems to hinge on their socio-economic and cultural background. Therefore, it is extremely important to study sociographical factors and the way they influence or affect the spread, quality and impact of education. It is from this standpoint that we have made a study of education in Poona as provided by the Municipality. By sociography one means the importance of socio-economic and cultural factors as well as the ecological factors in respect of providing education and particularly the quality of education. Thus one finds that there is a concentration of pupils from lower socio-economic strata in schools where free education is provided and where due to various circumstances not much attention can be paid to the quality of education. If one were to make a comparative study of education as provided for by a Municipality and by a private body one could easily perceive very important differences in respect of the various components of education; thus one can easily see that the teachers in schools run by private bodies are better trained and equipped, better paid,
more contended than the teachers in Municipal Schools. There are differentiations in respect of discipline, receptivity to education and guidance and help offered by the parents in respect of the pupils belonging to Municipal and Private Schools. Therefore, we have analysed the importance of sociographical factors with reference to education provided in schools run by Poona Municipality.

A Brief History of Primary Education in Poona:

In Poona city educational institutions were started by Christian missions and later on by the Government. In the regime of the Peshwas it was a city dominated by Brahmins and education was largely the concern of Brahmins. Several nationalist leaders felt impelled to start educational institutions in order to promote nationalist education. Institutions such as Deccan Education Society and various schools and colleges it started are rightly famous. These schools and colleges contributed a great deal to the development of education in Poona. Initially the British wanted education to be limited only to the three Rs: but gradually there has been an increase in demand for education from the lower socio-economic strata. In response to such demand the Poona Municipality undertook to provide primary education which was later on made free and compulsory. However, these schools which were started by the Poona Municipality were mainly patronised by lower socio-economic strata. In the sociographic description of such schools, it has been already given in the thesis and we find that students attending such schools not only belong to poorer sections of the population, but also belong to families with very little tradition of
education to boast of. As contrasted with this, in schools run by private bodies, children belonging to higher economic-strata and with unbroken traditions of education, seem to form the majority of the students, and as such the performance in such schools is definitely better. On the other hand in the schools run by Municipality apart from factors like location of the schools in the crowded localities, inadequacy of building, lack of sanitary and hygienic conditions, overcrowding in the class, lack of proper ratio between the teachers and pupils, there is also the fact that the children are under-nourished and cannot pay much attention to the schooling in class. Notwithstanding compulsory education, there are certain cases of dropouts, wastage, stagnation, failure, etc. According to the compulsory education act, parents of the school going age are fined if they fail to send attend their children to the school without adequate justification. It has been mentioned that this act and its provisions are not of much avail for the simple reason that the parents are not amenable to such impositions. Administration of such act becomes very difficult in practice. It is true that the municipality has tried to implement nutritional programmes by providing milk and nutritious food to poorer students in schools. However, the exact impact of such programmes has not been properly studied. Municipality has also tried to provide free uniforms to indigent students. Such efforts, however, could be characterised as flashes rather than a major thrust. Thus one can see that largely due to sociographic factors the quality of education provided in Municipal schools seems to have suffered; moreover even
whatever education has been offered cannot be retained by its recipients for various reasons which have been mentioned already. Similarly, there is no continuity in education without which education cannot be an investment in man. In order that education fulfils this goal it is absolutely necessary to ensure that education becomes a sustained activity. On the other hand if it proceeds by fits and starts the purpose of education would be defeated. On the basis of our study of Municipal education we can say that much dent is made in the social stratification — for from the figures studied and quoted from earlier studies it is obvious that not much mobility is evinced in terms of education. It is true that there is a great deal of desire evinced by people belonging to all socio-economic strata for the education of their children. But again for the reasons mentioned already the flush of enthusiasm about childrens' education cannot be sustained and in fact it gets lost as the children go to upper classes or rather as they tend to fail and be repeaters. It has been found that there is a greater measure of drop-outs in secondary schools than in primary schools. Therefore, one can say that education in so far as it is discontinued without completing a minimum stage ceases to be useful. From the larger standpoint of the society such education turns out an unskilled mass of people who are not, and cannot be, an asset to society.

Suggestions and recommendations:

There are certain suggestions of a practical nature which emerge from this study. In the first place adequate finance should be made available for Municipal Education in order to
employ good teachers and also to maintain a meaningful ratio between teachers and pupils. Judicious use must be made of audio-visual education so that the problem of teacher-pupil ratio can be circumvented. Of course, this entails very intelligent programming of instruction and constant evaluation of such efforts. School libraries need to be augmented and efforts should be made to ensure increasing use of libraries by students. Towards this end too much emphasis on the rigid rules should not be placed, particularly regarding the issuing of books only at certain times. On the basis of our data we feel impelled to suggest that experimentation should be made with regard to part-time schools so that the children will be available to parents for house-hold and vocational tasks. A suitable scheme of incentives to both, parents and students, has to be evolved in order to ensure and sustain interest in continuity of education. In fact, at the higher levels of the education greater incentive should be offered to both, parents and students. Last but not the least education must be purposive and meaningful instead of harping on the traditional content and methods of education. Efforts should be made to make the content as well as the methods and techniques of education interesting to the students. Education should be realistically oriented. It should be related to the social and natural environment and it must help inculcating a sense of social responsibility on the part of the recepients.

Philosophy of education and the pedagogy of education must be implemented in practice instead of merely preaching. The social relevance of education has not yet been adequately
communicated in our country even at the highest levels. One would say, therefore, that proper foundation of education can be laid by stressing the social relevance of education at the level of primary and secondary schools. As mentioned earlier Municipalities can certainly contribute in this respect provided certain facilities are made available.