CHAPTER IV

PRE-PRIMARY EDUCATION IN OSMANABAD DISTRICT

1) Introduction
2) Importance of Pre-Primary Education
3) Pre-Primary Education in Osmanabad district
4) Teachers and Expenditure
5) Curriculum
6) Summary
Pre-Primary Education in Osmanabad District.

Introduction.

Pre-primary education is accepted by all educationists, since the days of Comenius up to the days of Mahatma Gandhi, as a foundation of further education. So it is important to take into consideration the growth and the present position of pre-primary education in educational development of any region or district.

In India, the Christian Missionaries took the initiative for pre-primary education. They opened elementary schools and attached pre-primary classes to them; or started separate pre-primary schools; such as St. Hilda's Nurse School at Poona. It was started in 1885. This school is the origin of the present pre-primary education in Maharashtra. Since, 1887, there were Infant classes in elementary schools and children between ages of 4 and 6 were admitted to these classes. But on account of large scale admissions and want of trained teachers, these classes were closed.


2. डॉ. सफीया राघुनाथ, भारतीय शिक्षा के समस्याओं और समस्याओं, दलित शिक्षा एवं महाराष्ट्रीय राज्य शिक्षा विभाग, सुरक्षाकार प्रकाशन मंडल, प्रवासी कृति ह. १९७१ पृष्ठ -५.
In the second decade of the twentieth century, Indian educators came to know the trends about ‘Kindergarten’ and ‘Montessori’. Hence the first Montessori School in Bombay State was started at ‘Waso’ in Baroda district in 1915. Later on, a conference was held in 1926 at Bhavnagar on the Montessori Method. Later on Ghubhai Badheka and Smt. Tarabai Modak established a new society known as Nutan Bal Shikshan Sangh. It opened a number of indigenous schools. Experiments were also made at Sevagram for pre-basic education Dr. Montessori toured India in 1939 and this gave great impetus to pre-primary education in India.

In 1949, the then Bombay Government appointed a Committee on pre-primary education, under the presidency of Smt. Smt. Sulabha Panandikar. On the recommendations of this committee the Government started to give 40% grants to pre-primary schools from the academic year 1949-50. But from the year 1952-53, the Government stopped this grant, due to lack of money. From this year no grant is given to pre-primary schools by the government.

Now a days these schools are run with the help of a few donations, and fees collected from the students and some grants from municipalities and Social Welfare Departments.

3. Ibid P. 4
4. Ibid 2. 4
So the result is that, pre-primary education is provided to only about two percent of the children in the age group.*5
The bulk of the children in pre-primary schools belong to the urban, middle class and well-to-do families.

Importance of Pre-Primary Education

Pre-Primary education is an important stage in education. Psychologists had shown that the age group 3 to 10 years is very sensitive to the environment. In these years children learn many things about life and surroundings. The impressions made in these years endure for a long time. Afterwards it is difficult to change them.

Dr. D.S. Kothari, Chairman of the Education Commission 1964-66 had described its importance in the following words, "Pre-Primary Schools were first established to meet social needs, such as looking after the children of working mothers or providing a suitable environment to little boys and girls from urban families whose small tenements or flats were hardly appropriate for the children's proper growth. These schools also attempted to compensate for the unsatisfactory home environment of children from slum areas or poor families. Recently, however, the educational significance of this stage is being increasingly realised. Modern research has shown that the years between three and ten are of the greatest importance in the child's physical, emotional, and

intellectual development. It has also been found that children who have been to a Pre-primary school, show better progress at the primary stage and help in reducing wastage and stagnation. The modern trend in educational policy, therefore, is to emphasize pre-primary education especially for children with unsatisfactory home background.

From the above statement it is clear that pre-primary education is of great importance not only for the child's development but also for the development of the nation, as pre-primary education reduces wastage and stagnation.

It is proved that, the negligence towards the food and health of a child, in childhood, reduces the learning capacity of a child.

So pre-primary education is also important if the health and the habits of food taking are to be improved.

At this stage, the child is introduced to the joy of learning through companionship and recreational activities, and it is slowly guided in proper habits of life, cleanliness, and healthy modes of living as well as in the cultivation of social habits necessary for a community life in future.

The broad objective of education is all sided development of a child.

For the achievement of this objective, it is necessary to bring out of the child, what is best in it. So pre-primary education is important for achievement of this objective. If the psychology of this age group is considered, it is found that the child wonders at all things. He is curious about them and tries to know about them. Pre-primary school is the place where this curiosity of the child is satisfied.

Lastly it is an established fact that the child gets well-acquainted with schooling. He forms a habit of schooling. He makes friends and is thus socialised. And the habits of daily life are inculcated in him. Thus the child becomes self-reliant.

Pre-Primary schools in Osmanabad district.

In the light of the above discussions, it is now proposed to study the present position of pre-primary education in Osmanabad district.

In Osmanabad district, there were only four pre-primary schools. These were independent pre-primary schools. The total strength of these schools was 165 which includes 96 boys and 69 girls. Teachers teaching in these schools were eight in number among which, three were male teachers and five were lady teachers.

In this district, social welfare Department, conducts 27 pre-primary schools. Lady teachers teach in these schools. These schools are in villages. Normally
in these schools, the enrolment of pupils is about 30-40 each. The classification of these 27 pre-primary schools is as follows.

**TABLE NO. 4 (1)**  
**THE TALUKA-WISE DISTRIBUTION OF SOCIAL WELFARE DEPARTMENT PRE-PRIMARY SCHOOLS.**

<table>
<thead>
<tr>
<th>Serial number</th>
<th>Name of the Taluka</th>
<th>Number of Pre-primary Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Latur</td>
<td>9</td>
</tr>
<tr>
<td>2.</td>
<td>Osmanabad</td>
<td>7</td>
</tr>
<tr>
<td>3.</td>
<td>Kallam</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>Tuljapur</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>Ahmadpur</td>
<td>2</td>
</tr>
<tr>
<td>6.</td>
<td>Umerga</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>Ausa</td>
<td>1</td>
</tr>
<tr>
<td>8.</td>
<td>Mlenga</td>
<td>1</td>
</tr>
<tr>
<td>9.</td>
<td>Paranda</td>
<td>M1</td>
</tr>
<tr>
<td>10.</td>
<td>Bhoom</td>
<td>M1</td>
</tr>
<tr>
<td>11.</td>
<td>Udair</td>
<td>M1</td>
</tr>
</tbody>
</table>

There was no pre-primary school, run by social welfare Department in Parenda, Bhoom and Udair talukas.

There was a single pre-primary school at Osmanabad, run by 'Kangar Kalyan Kendra'.

In addition, there were seven English medium schools, having classes of Kindergarten attached to them.
These were at the following places, in the district.

**TABLE NO. 4 (2)**

**THE PLACES AND NUMBER OF ENGLISH MEDIUM PRE-PRIMARY SCHOOLS**

<table>
<thead>
<tr>
<th>Serial Number</th>
<th>Name</th>
<th>Number of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Latur</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Bhoom</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Tuljapur</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>Udgir</td>
<td>1</td>
</tr>
<tr>
<td>5.</td>
<td>Washi</td>
<td>1</td>
</tr>
<tr>
<td>6.</td>
<td>Ahmadpur</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

In addition to the above stated four categories of pre-primary schools, there were many pre-primary schools in the district run by non-government managements, without any help from Zilla Parishad, Social Welfare Department donors and the state government.

These schools vary in number from time to time, being unstable. The Researcher had noticed many such pre-primary schools in this district. It was very difficult to count the number of these pre-primary schools. One of the reasons was that, these schools were conducted by such unemployed ladies, generally, that they were unable to conduct them for even a single year also. Whenever they get some other work, they leave the school and take up lucrative jobs. In short, running the
the pre-primary schools is a stepping stone for many unemployed educated ladies.

Four Zilla Parishad pre-primary schools were attached to primary schools. A few teaching aids were available in these schools. The teachers were not trained for pre-primary education. They had received training for primary schools. Every pre-primary school conducted by Social Welfare Department, had a proper accommodation. Every school had some teaching aids. Many of these schools were lacking in playground, and proper apparatus for games.

The English medium schools possess more teaching aids, playgrounds and proper accommodation.

A number of pre-primary schools, did not had proper accommodation, playgrounds, and teaching aids. They were conducted in temples or 'Chawadies' in the villages. Some of them were run in the teachers homes. As stated above, these were unstable, as these were run at the will of the lady teachers.

Teachers and Expenditure.

In Zilla Parishad pre-primary schools teachers were trained teachers, but not trained in pre-primary education. The oldest teacher of the staff of a primary school is usually assigned to these pre-primary schools. There were teaching aids and playing devices in the schools. The total number of teachers in these schools was eight.
In the pre-primary schools conducted by Social Welfare Department, there are 27 teachers. They were all trained lady teachers, though many of them had received training for primary schools.

Every school has a single teacher only. The pay of the trained teacher is Rs.95/- per month while that of the untrained teacher is Rs.85/- per month only, without any allowances. All these schools have a female helper each. She gets a pay of Rs.30/- per month. The work of this helper is to bring the children to the schools and take them back to their homes, after the school is over. Again, she has to take care of the children by washing and cleaning the clothes and supplying pure drinking water.

Every school receives Rs.50/- for cates for the children, and Rs.25/- as rent of the class-room per month. To be eligible to receive the grant from the Social Welfare Department, a pre-primary school has to be conducted on no grant basis for the first year. In the following year the department gives Rs.500/- as grant for purchasing teaching aids, and necessary apparatus. The grants from this department are 90% of the total expenditure on the grantable items. During the year 1977-78 the grants given by the Social Welfare Department were Rs.41,538-00 only.*

In English medium pre-primary schools most of the teachers were trained. They collect fees from students.

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* 7. उत्तराकंड जिल्ला परिवार वैकल्पिक प्राथमिक शासन कार्यक्रम के 1977-78 प्रकरण 1978 पृष्ठ 117
and also take donations from the parents. The rates of fees vary from Rs.15/- to Rs.25/- per month. Many of these schools have their own vehicles to take the children to schools and back to their home.

In Kamagar Kalyan Kendra's Pre-primary school, there was a D.Ed. trained lady teacher. The school had some teaching aids. There was a proper accommodation, but the school does not have a playground. The teacher gets fixed pay of Rs.100/- per month.

The remaining non-government pre-primary schools, did not get any grant-in-aid. The teachers collect fees from each student and run the schools. This fee varies from school to school. The range of this fee is between Rs.3/- and Rs.10/- per month.

Curriculum.

These pre-primary schools, function from 1 P.M. to 4 P.M. generally, except on Saturdays, when they run from 9 a.m. to 11 a.m.

As stated above very few teachers were trained in pre-primary education. Hence they run these schools as primary schools.

In the case of many non-government schools, the teachers do not know the methods of pre-primary schools. These classes were conducted on the line of 'Pantoli' classes or indigenous schools. Teachers did not know objectives of pre-primary schools and the difference
between primary school and pre-primary schools. They were not acquainted with methods and they do not know how to use teaching aids.

The Researcher had visited some of these schools. In a school saw a lady-teacher sitting in front of 20 to 30 children of the age group 3 to 5 years, teaching them alphabet. She made the pupils drill the letter, just as in the primary school. The children were ordered to sit in a row, with folded hands. There were no teaching aids and playing apparatus in the school. This school was conducted in the house of the teacher. So, there was no healthy atmosphere, nor play-ground. The children were afraid of the teacher. They all had brought tiffin with them. Many of them brought the tiffin, not in a box, but wrapped up in a piece of cloth.

In some schools, the teacher taught the students various songs. These were prayers and nursery rhymes. Some children were able to act while singing. Some indoor games were also taught in some classes. What the researcher observed, was that many teachers were ignorant of the objectives of pre-primary education. They did not know the method of teaching nor did they know how to chalk out programmes.

In the case of English medium pre-primary and Social Welfare Department pre-primary schools, there was planning of activities. The teachers know something about pre-primary education. The schools possess some apparatus
necessary for pre-primary education.

The Researcher visited two welfare English medium schools, and 15 Social Welfare Department's pre-primary Schools. In English medium schools, children wore uniforms. Many of them were playing with coloured blocks. A few children were sliding on the slider. Many children were climbing and descending the ladder. There were swings in some schools. In these schools, some of the children were able to tell stories.

Action songs were taught to them. Children in these schools were happy, as they had toys and many teaching aids, consisting of a chain of coloured beads, various coloured blocks, blocks of various sizes, many coloured round stones, and a smelling test boxes.

This was the picture of pre-primary schools in Osmanabad district. Their number was very small. Many of the schools were not run on proper lines. Moreover, teachers were untrained. There was no supervision, no orientation courses given to teachers. In urban areas, the spread of pre-primary education was on a larger scale. Parents were willing to send their children to schools. But they were also ignorant of the aims and objectives of pre-primary education. What the researcher observed, was that, it is fashionable to send children to English medium schools. This tendency is on the increase. There are prominent defects in some of the teachers in English
medium schools. They are unable to speak in correct English, as most of them have completed their education in their mother tongue.

Four Zilla Parishad pre-primary schools, 27 Social Welfare Department pre-primary schools, one run by Kamagar Kalvan Yendra, receive grants. Other schools did not receive any grants. So the source of income was only fees from the students. Many parents were not able to pay the fees regularly. The teachers did not get their pay according to the scales. Hence many of them were in search of other jobs. Many teachers were not satisfied with their jobs.

Some pre-primary schools were trying their best to function properly. They were conducted on proper lines and were doing good work.

Thus pre-primary education deserves careful consideration. No doubt, it is spreading, but it is meagre, parents, teachers, and the private institutions must get acquainted with the aims and objectives of pre-primary education. Pre-primary school is not a place where children must get engaged only for 3-4 hours daily. It is a place where children are happy with their companions. It is a place where good habits are inculcated in children. It is a place where physical, emotional, mental and spiritual growth of children takes place. Formal teaching of alphabet and numbers, is not
the main aim of the pre-primary school. Children should not be afraid to go to pre-primary schools. The Researcher saw at many places that children were afraid of the school though at some places children were eager to go to school.

There was an expansion of primary, secondary and university education in the district, but the number of pre-primary schools was not increasing. This is the need of the hour. Government and non-government institutions, should pay more attention to the growth of pre-primary education. The attitude of people towards this education must change.

Summary.

Pre-primary education is a significant stage in education. The main objective of this education is physical, emotional, mental and spiritual growth of children. Children must be taught to form good habits of social behaviour.

Pre-primary schools are significant from a national point of view also, as they reduce the wastage and stagnation in primary education.

In Osmanabad district there were only 39 recognised pre-primary schools. They were classified as 4 Zilla Parishad schools, 27 Social Welfare Department schools, 7 English medium schools and one Kamgar Kalvan Kendra’s school. Many non-government pre-primary schools were in
in the district. They were unstable, so they are not taken into account.

Teachers were not trained. They did not get proper salary. They were not acquainted with new methods and apparatus. Parents are willing to send their children to pre-primary schools, but they expect that their children must learn to read and write. This attitude must change.

Many pre-primary schools must be opened in the district. Proper grants must be given to them. Proper scale need to be given to teachers, so that they can do the work efficiently and sincerely. Provision should be made for facilities of training and orientation in proper methods in the district. Proper accommodation play grounds with proper play-apparatus, teaching aids, need to be provided to these schools. Non-government institutions have more scope in developing primary education. The recommendations made by Kothari Commission, 1964-66, need be implemented. This will, however, require funds on a very large scale, which may not be easily forthcoming. Hence pre-primary classes should be attached to primary schools and pre-primary methods should be used in standard I.

This will improve the teaching and learning in Standard I and solve the problems of wastage and stagnation.
CHAPTER V

PRIMARY EDUCATION IN OSMANABAD DISTRICT.

1. Introduction.

2. Distribution of the Primary Schools.


4. Analysis of the data.

5. Sanskrit Pathshalas.


7. Summary.
CHAPTER V
PRIMARY EDUCATION IN OSMANABAD DISTRICT.

Introduction.

The earlier efforts of Shri G.K. Gokhale, supplemented by the efforts of the Indian Ministers in the provinces, and lately by the Sargent Commission's unequivocal recommendations for universal primary education culminated into the constitutional provision for elementary education in 1950, when the Indian Constitution was enacted and adopted. Article 45 of the constitution (Directive Principles of State Policies) runs as under.

"The State shall endeavour to provide, within a period of ten years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of fourteen years." *1

The main achievements in the field of elementary education during last thirty years are as follows. State Governments launched the programme of compulsory education from 1960 onwards. Elementary education has expanded tremendously. There is a greater awareness amongst the parents of the need for education. The direct and indirect expenditure has increased tremendously. New school buildings have been constructed. Nearly all teachers have been trained. In almost all States, villages,

with a population of 300 or over have been provided with schools and in several areas, even smaller villages have been given the facility. More equipment and teaching aids have been provided. Financial assistance has been given to the children of backward classes scheduled castes and those residing in backward areas. The curriculum has been revised and activities have been introduced.

As the result of all this, there is a considerable expansion of primary education. The quantitative expansion of elementary education in fulfillment of the Directive of Article 45 of the constitution has created a more serious problem at the present moment. The time has come when qualitative improvement of the standard of primary education is considered more essential. Quality is an end in itself. But the assumption of taking up the question of qualitative improvement, after the complete expansion is made, is fraught with the danger of spoiling the objective itself. Pupils have been huddled together for the sake of compulsory education, but no proper education is imparted. Mere collection of large number of pupils in ill-equipped, under housed schools is of no avail. Hence a stage has come when quantitative and qualitative programmes will have to be interwoven.

The need for consolidation in elementary education is well expressed by Shri M.C. Chagla, former Union Education

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*3 Dr. Safaya, Current Problems in Indian Education OP. Cit. P.101
Minister, "We have made a tremendous expansion. We have passed our targets in primary education. The time has come when we should think of consolidation and quality, and I think that the centre must pick out selected sectors for purposes of improving quality. I would like to have all over the country 'peaks of excellence' which would be a sort of beacons lights to all other institutions fired with ambition to attain the same high position.

All have realised the importance of primary education. It has been made free and compulsory. The objective of primary education has been charged from 3R's (reading, writing and arithmetic) as the sphere of primary education is so vast that the three basic skills form only a fraction of the total programme. No proper emphasis besides knowledge is to be given, to the development of skills, the development of community living through a programme of community activities, the development of character, and in short development of an all round personality. It must draw out all potentialities of the child, of body, mind and soul.

In the light of the above aims, expansion and quality, it is proposed to examine the primary education in Osmanabad district.

During the year, 1977-78, Osmanabad district, there were 1714 primary schools, with 7212 teachers. The total number of students being 2,59,292. Classification of

4. Ibid, p.102
these primary schools was as follows.

1. There were 1,652 primary schools run by Zilla Parishad, with total enrolment of 1,41,671 boys and 9,0831 girls. The number of teachers was 6,399, as 6,015 men and 384 women.

2. In the year 1977-78, 12 primary schools were handed over to two municipalities, Latur and Osmanabad. The enrolment was 2950 boys and 2934 girls. The total number of teachers was 260, out of them 142 were men and 118 women.

3. There were 37 aided primary schools. The number of students learning in them was 11338 boys and 7998 girls. There were 270 men and 115 women serving as teachers.

4. In the district, there were 12 un-aided primary schools. Total enrolment was 1504 boys and 846 girls. Teachers were 41 men and 24 women.

5. Out of the 37 aided primary schools, there were 5 ashram schools, with 29 male teachers and 6 female teachers. Total enrolment was 648 boys and 237 girls.

In the district, there were 45 primary schools for girls, out of them 41 schools were run by Zilla Parishad, 3 schools were conducted by municipalities and one girls primary school was an aided school. Total expenditure on primary education in the year 1977-78 was 3,37,55,253 Rs.
Distribution of Primary Schools.

There were 1714 primary schools in the district and there were 11 talukas. The distribution of primary schools was as under:

TABLE NO. 5 (I)
TAULKA-WISE DISTRIBUTION OF PRIMARY SCHOOLS

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Taluka</th>
<th>No. of Boys</th>
<th>No. of Girls</th>
<th>Total No. of Schools</th>
<th>Single Teacher</th>
<th>Lower Primary</th>
<th>Higher Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ahmadpur</td>
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<td>261</td>
<td>112</td>
<td>76</td>
<td>73</td>
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<td>Ausa</td>
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<td>2</td>
<td>133</td>
<td>37</td>
<td>37</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>Bhoom</td>
<td>99</td>
<td>2</td>
<td>101</td>
<td>45</td>
<td>25</td>
<td>31</td>
</tr>
<tr>
<td>4</td>
<td>Yallam</td>
<td>121</td>
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<td>125</td>
<td>13</td>
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<td>64</td>
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<td>Latur</td>
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<td>140</td>
<td>25</td>
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<td>Milanga</td>
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<td>195</td>
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<td>97</td>
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<td>Umerga</td>
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<td>155</td>
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<td>67</td>
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<td>Udeir</td>
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<td></td>
<td>1669</td>
<td>45</td>
<td>1714</td>
<td>535</td>
<td>515</td>
<td>664</td>
<td></td>
</tr>
</tbody>
</table>

From the table number 5(I) it is clear that Ahmadpur taluka had the highest number primary schools, 261. Bhoom taluka had the lowest number of primary schools, only 101. Taluka-wise range of primary schools was between 101 to 261.

In the case of Girls Primary Schools, Ahmadpur taluka

*6 Ibid P.7
stands first in Osmanabad district, as there were 7 Girls primary schools. Paranda taluka had only one girls primary school. All primary schools were divided into two parts Lower primary schools and Higher primary schools.

When the case of Lower primary schools was considered, more lower primary schools were in Ahmadpur taluka, 76 schools. In Phoom taluka there were only 25 lower primary schools. Nilanga taluka was having more Higher Primary schools, 97 and Phoom taluka was having only 31 Higher primary schools.

If a comparison was made, between Lower primary and Higher primary schools, in a taluka, it was seen, from the above table, that 9 talukas were having more Higher primary schools. They were as follows (1) Ausa - 58, (2) Bhoom - 31, (3) Kallam - 64, (4) Milanga - 97, (5) Osmanabad - 67, (6) Paranda - 40, (7) Tuljapur - 56, (8) Udgir - 74.

Ahmadpur, Latur and Umerga talukas were having more lower primary schools, these were 76, 60 and 65 respectively. The reason for having less number of Higher primary schools was that, these classes were attached to secondary schools.

There were sufficient primary schools in the district, still in Phoom and Paranda talukas, this number should be increased. More attention has to be paid for qualitative growth of these primary schools also.
Single Teacher Schools:

Single teacher school system is not a novelty in India. In fact education in ancient India started with this system. The single teacher school system is one of our oldest traditions. The system developed as a social necessity, and well-contributed to the education of the children. It was characterized by deep intimacy between the teacher and the taught and by the monitorial method of teaching, according to which the senior pupils were made incharge of junior pupils. Again it was a sort of 'domestic instruction'.

So a single teacher school, where one teacher manages a group of boys of different ages, levels of attainments, must have been quite a common feature in our old system of education.

The advantages of this system can briefly be summarised as follows.
1) The monitorial system helps the teacher to supervise a number of students at a time.
2) It fulfills the need to handle a number of classes also simultaneously.
3) It creates conditions of rapport between the teacher and the pupils, through the monitor who reports to the teachers all about the pupil, "like the quality of mercy

it is twice blessed, it blesses him that teaches as well as him that learns, and once the rapport between the pupils concerned is established, it makes learning a playful adventure with fellow comrades and fully compensates for all the deficiencies of the child, teacher's lack of professional training and technique."*8

4) This system is very economical.

5) Due to the small number of students, individual attention is given.

The importance of this single teacher school system was realized also by Dr. Frank Labak, and he advised to adopt this system for adult education. He said, "This system can be called, 'Learning with teaching'. Every learned man must teach a single man at least."*9

Rev. Dr. Andrew Bell, Chaplain of Madras, was so impressed by its effectiveness and by its capacity to reduce the cost of education by increasing the number of pupils per teacher that he introduced it in England where it was known as the Monitorial or even the Madras system. Several contemporary documents admit this contribution, which the indigenous system of education in India made to the spread of mass education in England.*10

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*9 नाईक जी पी. सिंगल टीचर स्कूल, संशोधन और अध्ययन संस्थान। नई दिल्ली, 1950 प.4.

This system was used in many developed counties, for spreading up universal compulsory education.

The existing system of elementary education did not arise from the indigenous elementary schools. It developed slowly and gradually from the system evolved first by the East India Company. The East India Company was not keen about education at all. But some attempts were made by the Christian Missionaries, though their objective was to convert the Indian masses to Christianity.

The second cause was that, there was a spread of education, so the total enrollment students in the schools was increased. It created the need of multi-teacher system. This was the case in Urban area and some big villages. But in rural area the same single teacher school system was in-existence.

The monopodial system was stopped in England after the spread of universal compulsory education; and the class-room system came into existence. Indian Educationist copied the same system of education. However, it is not possible to use the system universally, as the number of students in same schools was very small, even less than 40. Hence, it was not possible to convert all schools into multiteacher schools, especially in the rural areas.

It is understand from the above discussion that every developing country, has to follow the singel teacher
The developing countries, like India, have accepted the principle of universal, free and compulsory elementary education, for the fulfillment of this aim, the single teacher school system should not be neglected.

This had been stressed by Prof. Humayun Kabir, Secretary, Ministry of Education, Government of India, New Delhi, "We have accepted free and compulsory primary education up to the age of fourteen years; according to the writer of this book, single teacher schools, are economical to all our villages. If we want to achieve the goal of free and compulsory education, as accepted by constitution, then we must pay attention towards these schools. This system must be preserved, and scientifically developed."

In Osmanabad district, out of 1714 primary schools, there were 535 single teacher schools. The percentage was 31.21%. Nearly every thirty two schools in a hundred schools were single teacher schools in the district.

The spread of single teacher schools in the district, is given in table number 7. From this table it is clear that Ahmadnur taluka had more single teacher schools. 112 and that Kallam taluka was having lowest number/single teacher schools 18 only.

11. तेलिफोन व बड़ी ढोंड़ कॉनेक्शन के तहत या तः 18
There are many difficulties in running these schools. The first thing is that, teacher, serving in these schools think it as punishment to them, as these schools are located in rural area. So they do not serve whole heartedly. There must be change in the attitude of these teachers. This is not a punishment, but it is a challenge to a teacher. One can do a good deal of work in these schools. There is much scope to conduct new experiments.

The second point is that all primary schools. During training, the trainees have to teach only two lessons in single teacher schools, out of three lessons to be taught, in two years. During training there must be more stress on single teacher school system. It needs more attention during training. There is no provision for orientations of teachers to single teacher schools. Their problems are not solved. Some literature is available on the subject but it is not sufficient.

So attention should be concentrated towards the training of these teachers. Many experiments are conducted and research work done in countries like United States of America, Sweden and Australia. These may be helpful in solving the problems of schools in the country.

Many researches and action researches have been conducted on primary schools. But a deep study of these schools in our country on a large scale is not done yet.
This is the need of the time. Since most of the schools are in villages their study will contribute to village development.

This researcher had taken interviews of some teachers, serving in single teacher schools. The stress was on the problems of the teachers in running the schools. Many teachers amongst them had expressed the difficulties, regarding physical facilities and lack of orientation and training. The main problems of the single teacher schools are the following:

The main problem is of school buildings, most of these schools do not have school buildings. A temple, or chavadi, or a hut is a place where the school is run. These are public places in small villages. So people of the village come there, and move about or sit there chitchating. This disturbance distracts the attention of the pupils and the teachers.

In many villages, these places are also not in good condition. In the rainy season, the condition of these schools is very bad. Many schools remain closed due to rains.

In addition to teaching, the teacher has to maintain all school registers. He has also to give information, from time to time to the central school Head Master. For this purpose, he devotes much time. Sometimes, on account of administrative work, he has to close the school.
During the leave period of the teacher, a teacher from the central school takes his charge. This teacher is not interested in the temporary duty given to him. So sometimes, it so happens that he does not teach at all. For academic purposes, the school is as good as closed.

In all these schools teaching aids are lacking. The teaching aids, prepared by a teacher, if any, cannot be preserved. There is no furniture and supply of drinking water, for the students.

Due to irregularity of the students, the teacher is unable to complete the portion. In some villages, complications arise due to the monitors of the schools.

The most important problem, mentioned by most of the teachers is lack of inspection. Many inspectors enquire about the completion of teaching of the syllabus. They are not liberal in outlook and do not guide the teachers. They cannot help in solving problems. Many teachers had suggested that, every year, there must be at least 4 to 6 times visits of the Inspectors to the schools, so that the Inspectors might be able to understand the problems of these schools.

The single teacher schools are located in very small villages. In some villages the teachers belonging to backward class have to suffer a lot.

These are in general the problems of the teachers of single teacher schools. In addition, these teachers
do not get proper quarters for living in the villages.
No medical help is available to them. The higher education
of the sons and daughters of these teachers is not
possible in these villages, forcing them to maintain
double establishments, which they cannot afford.

Analysis of the Data:

Out of the 1714 primary schools in the district,
information of 1485 schools was available from the
Educational Officer, Zilla Parishad, Osmanabad. He
kindly allowed the researcher to use necessary information
from 'Grading of the schools' Questionnaire, prepared
by State Institute of Education, Poona.

The questionnaire was divided into two main parts
1) General information about the school and Evaluation
   of the school. This evaluation part was again sub-divided
   into five sections: (1) School surroundings (2) School
   administration (3) Educational progress (4) Supervision and
   (5) School and society. Each section covered a number
   of items.

The analysis of the data is given below:

General Information.

1. The classification of the primary schools was as
   follows: (1) Zilla Parishad Schools 1652 (2) Municipal
   primary schools - 13 (3) Aided primary schools - 37
   (4) Unaided primary schools - 12.
2. Out of these schools, the primary schools for girls were only 45 and the remaining 1600 schools were co-educational admitting both boys and girls.

3. In the district, there were only 12 primary schools which did not receive grants from the Zilla Parishad or the State Government.

4. In the district there were 535 single teacher schools, and the remaining 1179 primary schools were multiteacher primary schools. The percentage of single teacher primary school was 31.21%. In the district there were 1050 lower primary schools and 664 higher primary schools.

5. Generally the timing of the primary schools in the district, is from 10 a.m. to 5 p.m. except on Saturday the timing is from 7.30 a.m. to 11 p.m.

6. Out of 1435 primary schools, 46 primary schools had the shift system, the timing of these schools being from 7.30 a.m. to 11 a.m. and from 11.30 a.m. to 5.30 p.m.

7. There were 4308 divisions in these 1435 primary schools, the total strength of students was 2,40,282.

8. The medium of instruction, in these schools is generally Marathi. But at some places, these schools were having divisions of other media as Urdu and Hindi. There were 46 schools having Urdu medium classes and 2 Hindi classes.
9. Out of 1485 schools only 482 schools were having a sufficient number of class rooms in their own buildings. 514 schools were having rented class rooms together with their own building and 489 schools were run in rent-free buildings, such as temples, chawalis or private rent-free houses.

10. The number of books in the library varies from 0 to 1450 in the students libraries and from 0 to 996 in teacher's libraries. 994 primary schools had more than 100 books in each library, and 474 schools had less than 100 books in both the libraries. 17 primary schools had not given the number of books in both libraries.

11. Out of these 1485 primary schools, was purchased only in 6 monthly educational magazine. One or the other daily newspaper was purchased in 150 primary schools. Weekly magazines were available in 227 primary schools and other monthly magazines were purchased by 226 primary schools.

From the response given to the above question number 10 & 11, it is noticed that these schools were very poor in having sources of getting recent knowledge such as books, magazines, news papers, and weeklies.

12. There were 380 primary schools having teacher's co-operative society. 265 schools were having incidental funds which include, social welfare fund, teachers welfare fund, school development funds. 58 primary schools were
schools were having other funds but they had not given any information about them.

13. Out of 1435 primary schools, 995 primary schools conduct adult education classes, farmer's classes and women's classes.

14. All the children from the villages under the age group, according to the compulsory Education Act, were admitted in respective schools.

In short, the timing of primary schools is from 10 a.m. to 5 p.m. generally. There were only 43 primary schools having shift system. Generally all the schools are having Marathi as the medium of instruction, but 6 primary schools were having Urdu medium classes and 2 primary schools were having Hindi medium classes. Majority of the schools did not have school buildings. Zilla Parishad had constructed 70 class rooms in the year 1977-78.
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the Taluka</th>
<th>Number of class-rooms in use.</th>
<th>Number of class-rooms constructed needed. in the year 1977-78</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ahmadpur</td>
<td>403</td>
<td>153</td>
</tr>
<tr>
<td>2.</td>
<td>Ausa</td>
<td>437</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>Bhoom</td>
<td>282</td>
<td>-</td>
</tr>
<tr>
<td>4.</td>
<td>Kallam</td>
<td>500</td>
<td>7</td>
</tr>
<tr>
<td>5.</td>
<td>Latur</td>
<td>643</td>
<td>8</td>
</tr>
<tr>
<td>6.</td>
<td>Milanda</td>
<td>623</td>
<td>1</td>
</tr>
<tr>
<td>7.</td>
<td>Nimarga</td>
<td>547</td>
<td>-</td>
</tr>
<tr>
<td>8.</td>
<td>Osmanabad</td>
<td>433</td>
<td>9</td>
</tr>
<tr>
<td>9.</td>
<td>Paranda</td>
<td>280</td>
<td>2</td>
</tr>
<tr>
<td>10.</td>
<td>Tuljapur</td>
<td>488</td>
<td>13</td>
</tr>
<tr>
<td>11.</td>
<td>Udgar</td>
<td>471</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>5526</strong></td>
<td><strong>2594</strong></td>
</tr>
</tbody>
</table>

From the above table it is clear that the total need of the district of class rooms was 8190. The number of class-rooms in use was 5526 only. During the year 1977-78 only 70 class-rooms had been constructed. The total need of 2594 class-rooms was still in existence.
Ahmadour, Kallam, Milanpur, Umerga, Osmanabad and Udzir talukas were in need of constructing more class-rooms. During the year 1977-78, Bhoom, Umerga, talukas had not constructed a single class-room. The maximum number of class-rooms was in use in Udzir taluka, 671. The minimum were in Paranda taluka 28. In the year 1977-78, 21, the maximum number of class-rooms were constructed in Ahmadour taluka.

So far as the library facilities are concerned most of these primary schools were very poor. The library is the soul of the school. Still no proper attention is given to the library. In 389 schools there were teachers co-operative society and other funds were available. 995 primary schools conducted the Adult education classes and all primary schools had admitted children under the compulsory education act, from respective villages. This was the picture of the primary schools in Osmanabad district.

School Surroundings.

As stated above the evaluation of the school is divided into five parts. The first part is school surroundings. It is now proposed to examine the school surroundings of primary schools in Osmanabad district.

1) Out of 1485 primary schools only 795 primary schools were having compound walls and 690 primary schools were not having compound walls.
2) The schools numbering 465 had reported that their surroundings were calm and quiet and there was no disturbance. Other 356 schools had reported that during major portion of the school timings, their surroundings were quiet and there were no disturbances. 386 primary schools had to suffer from disturbances partly and the remaining 278 schools had no quiet surroundings. There were always disturbances.

3) Among these schools, 278 primary schools had their surroundings clean, and in respect of the remaining schools, the surroundings remain clean for the large extent period.

4) The primary schools numbering 482 had planted various trees for decorative purposes and for shade.

5) Only 811 primary schools were having play-grounds and the remaining schools were lacking in it.

6) Out of 1485 primary schools only 682 primary schools had buildings which are built for schools only; and they are good.

7) Around these schools there is space for additional construction.

8) Out of these schools, only 380 primary schools were having sufficient number of class-rooms.

9) The buildings which are specially constructed for schools only were good in ventilation and light. But in
rented places and free of rent houses, this was not the case. They were unhealthy, lacking in ventilation and light. These places cannot be kept clean as they are dark in day time too.

10) Occasionally, the buildings were repaired and painted, by Zilla Parishad, Osmanabad.

11) In 456 schools there was a provision of drinking water. In 637 primary schools, the provision of water was made in summer only, and in the remaining schools, there was no provision of drinking water.

12) In only 212 primary schools, there was a separate provision of toilet for girls. In other primary schools, it was lacking.

13) In 323 schools there were latrines and urinals, in the remaining schools, there was no provision of sanitary facilities.

14) Only 170 schools were having first-aid-boxes.

15) In 465 schools there was a provision of black-board for writing daily news. In 752 this provision was made to a little extent and the remaining schools had no provision.

16) Only 335 primary schools had the arrangement of recording the timing of the sun rise and the sun set, and daily temperature. Other schools were lacking in this respect.

17) After school hours, the class-rooms of 436 were
used for study and of the remaining schools, these were partly used.

18) Only 287 primary schools, the apparatus, charts, and models were so kept, that pupils would stay there and use them. The arrangement of apparatus was done to large extent and was done to little extent, in 587 schools and 502 schools respectively; so as pupil would use them.

19) In 792 primary schools, there was enough furniture for the pupils, as well as, black-boards, tables, chairs and cupboards. In 435 schools some items were not according to the strength of the pupils and in 347 schools, cupboards and benches were not available. Generally black boards, tables and chairs were enough.

20) When the availability of teaching aids and other apparatus is considered, there were only 392 primary schools having the apparatus for the teaching of science, Mathematics, Geography, Physical education, work experience, Arts, Music and other subjects. Nearly 435 primary schools were not having any apparatus for the above subjects. In the remaining schools, they had apparatus for science, Geography and Physical education only.

21) In 513 primary schools there was library.

22) Out of 1485 primary schools only 402 primary schools were having at least one reference book of every having
subject. In 1317 primary schools there were at least copies of every text-book for each standard. In 296 primary schools there was a copy of a book of method of teaching every subject.

23) As per student, from standard III to VII, there were three copies of books in student library of 297 schools, two copies of books in student library of 538 schools and there were not sufficient copies in the library of remaining schools.

24) In 314 primary schools, there was a play-ground and garden each, the remaining schools did not have gardens.

25) Taking into consideration, the need and strength of pupils and teachers, there were sufficient class-rooms in 330 schools, the remaining schools were lacking in class-room according to the need and strength.

26) Only in 130 primary schools, there were special rooms for work experience, and in 1355 primary schools there was no such provision.

27) In 334 primary schools, there were Radio sets, Wall clocks and big mirrors, 298 schools had only watches. In 568 primary schools had no such item. 285 schools had not reported to this question.

28) 880 primary schools there had book-banks.

29) In only 321 primary schools, science apparatus was
properly kept; in the remaining schools this was not properly kept.

30) Out of 1485 primary schools, only 538 primary schools were having sufficient cupboards for keeping the apparatus.

School Administration.

An important aspect of every school, is its administration. If there is a good administration, then and then only, one can march towards the objectives of education. Under administration comes the appointment of adequate staff, the timetable, office records, implementations of various departmental circulars, distribution of work and the arrangement in the period of leaves of teachers and staff meeting. Running of the school is a skillful job. It requires planning. So it is now proposed to study the administration of the primary schools.

1) Out of 1485 primary schools, 1133 primary schools were having sufficient number of teacher, in proportionate to students strength. The remaining 346 schools were short of teachers.

2) In 1414 primary schools teachers were given chances to increase their educational qualifications. Only in 71 primary schools no such facility was given to them.

3) Various circulars, from the department were shown
to all teachers, in 1468 primary schools, only in 47 schools, they were not shown to all teachers.

4) There was implementation, according to the departmental circulars, in all primary schools except 10 primary schools.

5) The list of 40 registers was given to them. Among them, generally, many schools were lacking in the following registers. Census registers, Registers for raw material for work experience, Registers of finished products of work experience, Annual reports, students medical registers, and confidential reports. Remaining registers were kept in order in all schools.

6) In 112 primary schools, the time table for the new year was prepared at the time of opening of the school. In the remaining school it was prepared after.

7) Two continuous periods were arranged for the subjects needing them; in 1127 primary schools, and no such provision was made in 358 primary schools.

8) The distribution of subjects and periods, was done, taking into consideration, the qualifications and the capacity of the teachers, in 1352 primary schools, it was not done in 133 primary schools.

9) In the leave period of teachers the substitute arrangement were made in 1355 schools. And it was not possible to do so in 130 schools.
10) The facility of supervised study was available in 130 schools, and to a large extent, it was available in 610 schools, and supervised study facility was not available in 755 schools.

11) In 1130 primary schools, there were class-wise and teacher-wise time tables, the remaining schools, only one time table out of these two was prepared.

12) There was a class-wise time table in every class in 437 schools. To a large extent it was in the class-room in 140 schools. This time table was not in class-rooms in 607 primary schools.

13) In 423 primary schools, the Educational broadcasts were made available at all the time. In 213 schools major programmes were made available; in 319 schools, some of the programmes were made available. There was no such availability in 530 primary schools.

14) In 580 schools, there were prescribed uniforms for the students. The students wore them always. In 380 primary schools, at majority time students wore the uniforms, in 34 primary schools students wore the uniforms occasionally, and in the remaining schools students did not wore the uniform.

15) In 845 primary schools, staff meetings were held and in 640 primary schools, these meetings were not held. Out of these 845 primary schools the reports of these
meetings were kept on record in 620 primary schools. The meetings were arranged once in every month or in two months, either at the central schools or other schools.

16) The staff members of 1130 primary schools lived at the headquarters for the major time. And teachers from 85 schools lived there occasionally. The teachers in the remaining schools did not live at headquarters.

Educational Progress.

The part 'Educational Progress' is again subdivided into six parts. They are as follows:

1. Learning.
2. Teaching.
3. Training.
4. Use of apparatus.
5. Evaluation.

The analysis of each heading is as follows:

1. Learning.

   1. In 390 primary schools most of the students were regular, in 673 schools majority of the students were regular at major portion of the year. In 284 schools very few students were regular, and in remaining 142 schools students were mostly irregular.

2. 300 primary schools had reported that students studied regularly. They tried to answer the questions asked in the class-room, and tried to help the other students.
in study. 665 schools had reported that students had studied regularly, gave answers to the questions asked in the classroom and helped in studying to other students, most of the time. The 380 schools had reported that students had studied irregularly; did not answer the questions and they did not helped other students. Only 42 primary schools had reported that students had answered never studied nor they had the question.

3. Out of 1485 primary schools 1372 primary schools had reported that students did the home work and after assessment they had done follow up work according to the corrections made. Only 113 primary schools had reported negatively. Out of these 1372 primary schools 350 had reported that students made corrections suggested by the teachers. 822 primary schools reported that at majority of the students made corrections and remaining 200 primary schools reported that students made corrections partly.

4. Students had helped in conducting science experiments, and in production of teaching aids regularly, as reported by 145 primary schools. As reported by 705 schools, most of the students had participated in conducting experiments and teaching aids production. The students in the remaining 645 schools were not interested in experiments in science or preparation of teaching aids.
5. 345 primary schools said that most of the students had participated in thought telling story telling, and news telling programmes. To a large extent students participated in above programme reported by 718 primary schools. To a little extent pupils had participated as reported by 275 schools. Students in 151 schools did not participate in it.

6. Only in 294 primary schools, students wrote and had published manuscript periodicals in the remaining schools they did not do so.

7. In 445 schools most of the students took active part in various competitions, of debating, Hand writing, essay writing regularly. In 618 schools, to a large extent students had participated; in 251 schools, to a little extent students had participated; and 171 schools had reported that students did not participate.

8. Most of the students remained present for examinations and tests in 718 schools; to a large extent students remained present in 469 schools. Considerably, to a little extent students remained present for examinations and tests in 275 schools. All above schools had reported that the students had tried to overcome the deficiencies seen at the time of tests and examinations.

9. The students from 275 schools followed self-discipline regularly. To a large extent they did
so in 710 schools, and they regularly did followed in 477 schools.

10. In 240 schools most of the students were always having text books and writing material with them. In 745 schools majority of them possessed the books and material. In 477 schools, they had partly the text books and writing materials.

2. Teaching.

It is essential to consider the teaching methods and how teachers teach in the classroom. Do they use the teaching aids? Availability of teaching material is essential, but in the absence of material how do they teach? This is important from the point of education. Now it is proposed here to study the teaching in primary schools in Osmanabad district.

1) Teachers from 1121 primary schools did the annual planning of their subjects.

2) Teachers from 1109 primary schools did teaching according to unit planning.

3) Only teachers in 452 schools utilised the teaching aids, during classroom teaching.

4) Teachers in 652 primary schools adopted the new techniques of teaching.

5) In 972 primary schools, special guidance was given to the retarded students.

6) Brilliant students were encouraged in 1120 primary schools, and in the remaining schools it was done partly.
7) In 450 primary schools, while teaching, new learning experiences were given according to the subject. Experiences were given sometimes in the remaining schools.

8) Various projects were taken for teaching, in 782 schools; to little extent; and in the remaining projects were not taken.

9) In 948 primary schools, the students were encouraged to self study in the class room and in the remaining schools this was not done.

10) Out of 1485 primary schools, home work was assigned regularly; in 805 primary schools, to a large extent in 505 schools, and scarcely in the remaining 85 primary schools; home work was assigned.

11) In 1095 primary schools, after assessment of home work, the mistakes were explained to students, and they were corrected. In 405 primary schools it was done for majority of home works.

12) Only in 238 primary schools, all the science experiments were conducted regularly; in 458 primary schools, majority of experiments were shown and some experiments were shown in 254 schools, in 535 primary schools experiments were not shown at all.

13) In all the primary schools, Head Masters, took the periods according to the rules.
14) In 1028 primary schools, Head Masters did the planning of routine, with the help of teachers always; and in the remaining schools they did so partly.

15) In 907 primary schools majority of the teachers had prepared their own teaching aids, and in the remaining schools they did prepare occasionally.

16) The teachers from 517 schools had used the reference books from other libraries and science apparatus from other institutes, in the same village. There was no such provision or availability to other schools teachers.

17) Only teachers from 465 primary schools had asked for guidance and got it from experts subject teachers, to little extent from other educational institutes in the same village. In other places they did not get the guidance.

18) Teachers from the 998 primary schools had reported that they had tried to get advance and up to date knowledge to larger extent; and others had tried to get a knowledge to little extent.

19) In 535 primary schools most of the teachers appeared for University examinations. In other places there were few teachers appearing for various examinations.

20) There was at least one graduate teacher in 183 primary schools.
21) Suggestions given in annual inspections reports were followed in all the schools; and in 602 schools suggestions were followed partly.

22) In 1020 primary schools, the curriculum of the subject was completed with achievements of objectives. In the remaining schools curriculum was partly completed with the achievement of the objectives.

23) Teachers from 238 schools had demonstrated the various items in physical education to students. In 795 schools teachers had demonstrated some of the items and in the remaining schools to a little extent, items were demonstrated.

24) In all the schools the planning of the physical activities was done, taking in to consideration the available material.

3) Training of the teachers

Teachers are born, not made; is a common phrase, but the teachers who are born teachers are not sufficient, so we have to make some teachers; by giving them proper training. Teaching is a skillful job, it requires ability, some special extra character, kind of character and hard work. It is proved and accepted fact that training of a teachers develops skill of teaching in the teacher. As the teacher plays an important part in the learning teaching process; he must be well acquainted with modern methods and technique.
in education. So in every school, there must be all trained teachers. Training includes, in service training and orientation. It is now proposed to analyse the information of the training of the teachers in Osmanabad district.

1) In all the 1714 primary schools the total number of teachers was 7212. There were 6478 male teachers and 734 female teachers. The number of permanent teachers was 5480 and the remaining 734 primary teachers were temporary. No part time teacher was appointed in the district. The number of trained male teachers was 5718 and that of trained female teachers was 547, at the primary stage. The number of untrained male teachers was 760; and that of female teacher was 187. There were 183 graduate teachers in the 1485 primary schools. This number includes 35 Bachelor of Education teachers; 12 Bachelor of Physical Education teachers and two Master of Education teachers. The percentage of untrained teacher was 13.14.

2) In 938 primary schools all the teachers were trained and in the remaining, there were some untrained teachers in each school.

3) In 385 primary schools there was no English teacher, who had a qualification of Secondary School Certificate with English subject. In 380 primary schools there was no Maths teacher having a qualification of secondary school certificate.
with Mathematics. In 298 primary schools there was no science teacher having science as a subject at Secondary School Certificate examination.

4) The number of teachers who had received in service training for 38 days, in the various subjects, mentioned in questionnaire was 1200 only. From all the schools some of the teachers had received the inservice training. The 748 primary schools had reported that 40% of their staff had received in service training and the remaining school the percentage was less than 40.

5) Out of 1485 schools, only 179 schools had reported that 30% of the staff was trained in N.C.E.R.T. Science and evaluation.

4) Use of apparatus and teaching aids:

In the teaching learning process the use of apparatus and teaching aids in an important part. Only verbal explanation does not increase the knowledge. Verbal explanation supplemented with proper apparatus and teaching aids is more effective. It is proposed to study the extent of use of equipment in the primary schools.

1) Out of 1485 primary schools, in 987 primary schools sets of books were supplied to some students; in 498 schools the sets of books were not supplied.
2) Students of from the 1038 primary schools read the news written on the black boards, in the remaining schools news was not written; daily.

3) Teachers from the 1386 schools read educational magazines periodicality; while those from the remaining 180 schools did not have the facility.

4) In periods of physical education, apparatus was regularly used in 275 schools. Apparatus was used in most of the physical education periods in 385 schools and rarely used in 557 schools; apparatus was used in 492 schools.

5) Students had used the physical education apparatus out of the school time table of 153 schools regularly. To a large extent students from 250 schools had used the apparatus. While apparatus was rarely used by the students of 418 schools; and never used by the students of 603 primary schools.

6) Equipment was used in teaching of social sciences regularly in 274 primary schools. To a large extent equipment was used in 500 schools to little extent equipment was used in 398 schools and never used in 341 primary schools.

7) While teaching of Mathematics, the models charts, and equipment were used in 323 schools. To a large extent they were used in 623 schools; rarely used in 399 schools and not used in 160 schools.
8) The teaching aids were prepared by the students, under the guidance of the teachers, from available materials of 315 schools; students from 904 schools had prepared teaching aids occasionally and not prepared by the students from 187 schools.

9) Apparatus was used in teaching of science regularly in 293 schools, to a little extent it was used in 361 schools and not used at all in 244 primary schools.

4) **Evaluation**

There are many defects in the present examination system; but examinations are unavoidable as they are one of the tools of evaluation. With the help of the results of the annual examination one can draw some conclusions. An effort is made to evaluate the schools with the help of the results of examinations.

1) 1485 primary schools can be classified, according to their, average percentages of passing of the students in all the standards in the year 1974-78 as under.
Table No. 5(3)

Classification of Schools according to the average percentages of results of all standards.

<table>
<thead>
<tr>
<th>Serial number</th>
<th>Range of % of passed students</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Between 91% and 100%</td>
<td>458</td>
</tr>
<tr>
<td>2.</td>
<td>Between 75% and 90%</td>
<td>642</td>
</tr>
<tr>
<td>3.</td>
<td>Between 50% and 74%</td>
<td>205</td>
</tr>
<tr>
<td>4.</td>
<td>Below 50%</td>
<td>180</td>
</tr>
</tbody>
</table>

From the above table it is clear that 458 schools were having the average percentages between 91 and 100; and 642 between 75 and 90; 205 schools had percentages between 50 and 74 and 180 schools had average percentages of passing below 50%.

2) Out of 1485 schools 1250 schools were having fourth standard. The results of the fourth standard of these schools is given in Table No. 5(4) below.
### Table No. 5 (4)

**Classification of Schools according to the percentage of results of standard IV**

<table>
<thead>
<tr>
<th>Serial Number</th>
<th>Range of % of passed students</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Between 91% and 100%</td>
<td>619</td>
</tr>
<tr>
<td>2</td>
<td>Between 75% and 90%</td>
<td>331</td>
</tr>
<tr>
<td>3</td>
<td>Between 50% and 74%</td>
<td>350</td>
</tr>
<tr>
<td>4</td>
<td>Below 50%</td>
<td>411</td>
</tr>
</tbody>
</table>

From the above table it is clear that in 619 schools, the percentage of passing of IV class was between 81% and 100%. In the range 75% and 90% there were 331 schools, 350 schools came in the range of 50% and 74%. Out of 1485 schools only 570 schools were having higher primary classes; that is standard V, VII and VIII. If the percentage of passing of the standard VII is considered in classifying these schools; it is as under.
Table No. 5(5)

Classification of schools according to the percentage of results of standard VII.

<table>
<thead>
<tr>
<th>Serial Number</th>
<th>Range of % of passed students</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Between 91% and 100%</td>
<td>310</td>
</tr>
<tr>
<td>2.</td>
<td>Between 75% and 90%</td>
<td>205</td>
</tr>
<tr>
<td>3.</td>
<td>Between 50% and 74%</td>
<td>55</td>
</tr>
<tr>
<td>4.</td>
<td>Below 50%</td>
<td>71</td>
</tr>
</tbody>
</table>

From the above table it is clear that 310 schools had percentage of passing of standard VII in the range of 91 and 100; 205 schools had percentage of passing between 75 and 90; and 55 schools percentage of passing lies in between 50 and 74.

2) The question papers were set carefully, proper weightage was given to objective type questions essay type questions, short answer questions. The Head Masters had moderated the question papers from 279 primary schools. In the remaining schools it was not done so. In 279 schools questions were set for testing achievements of vivid objectives of each subject.

4) In 279 primary schools, for assessing the answer books, model answers and schemes of marking were used. In the remaining schools these were not used.
5) In 748 schools the internal assessment, including community life, was done on the basis of norms, regularly. In 643 schools it was done to a large extent and it was done partly in 94 primary schools.

6) The progress books were kept in 356 schools. Out of these schools only 289 schools had sent progress reports to the guardian per month. In other schools progress books were not maintained.

7) In the progress books of 305 schools the rules of examinations, rules of behaviour in the school, daily attendance and marks obtained were included.

8) In 148 primary schools discussion was made about the progress of students in their guardians regularly, occasionally by 78 of schools and never by the remaining schools.

9) There was a provision of medical check up of the students in 480 schools. Out of these 140 schools had informed the finding to the guardians of the students.

10) Change in teaching methods was made according the results of unit tests, in 1017 schools.

11) In 480 schools there was a separate arrangement for extra guidance for brilliant and retarded students.

12) In 1048 schools students were encouraged to appear for examinations in drawing, Hindi and competitive examinations for scholarship.
Co-Curricular Activities.

Co-curricular activities play an important role in education. It is proposed to get information about the co-curricular activities in the primary schools of the district.

1) The following activities were arranged in 1032 primary schools; kho-kho, kabbadi, Langadi, Asty-natya and individual activities.

2) There was a list of 15 items of activities and projects given in questionnaire. The classification of schools in the range of activities conducted is as under:

<table>
<thead>
<tr>
<th>Serial Number</th>
<th>Range</th>
<th>Number of schools.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>More than 16 activities</td>
<td>311</td>
</tr>
<tr>
<td>2.</td>
<td>Between 11 and 15 activities</td>
<td>95</td>
</tr>
<tr>
<td>3.</td>
<td>Between 10 and 5 activities</td>
<td>642</td>
</tr>
<tr>
<td>4.</td>
<td>Less than 5 activities</td>
<td>748</td>
</tr>
</tbody>
</table>

From the above table it is clear that 737 schools conducted the activities in the range of 5 and 15 activities, while 748 schools had conducted less than five activities.

3) In 801 schools, a planning of co-curricular activities was done. Planning was not done in 594 schools.
4) Every activity was assigned to proper teachers, regularly; in 743 schools, to large extent, it was assigned in 643 schools; it was partly assigned in 94. In addition, students representatives were also assigned activities.

5) The planning of the every activity was done with the help of the students in 1032 schools. In the remaining schools it was done partly. Students were encouraged in all schools to participate in all activities.

6) Follow-up work of each programme was regularly done in 392 schools, and it was done in other schools about a large number of activities.

7) House system was followed in 543 schools.

8) In 942 schools, the planning of educational tours was done with the help of students, the objectives of the tours were explained to all the students. Teachers had maintained records of students regarding the participation in the educational tour.

9) In only 357 schools there was a provision of supplying nutrients food to students, in other schools it was not followed.

Supervision.

In school routine supervision is very important. The head-master has to guide the teachers and to supervise their activities that are going on in the
school. It is now proposed to study the practices of the supervision in the primary schools of Osmanabad district.

1) In 436 schools, the planning of the supervision was done by the Head-master regularly; in 403 schools, it was done to a large extent, partly in 224 schools and not done in the remaining schools.

2) In 1226 primary schools, while planning the school activities the suggestions from the teachers were considered. While in the remaining schools suggestions were not considered.

3) Head masters took a review of Home work assessed by teachers, regularly in 454 schools mostly assign in 550 schools; partly in 346 schools and rarely in the remaining schools.

4) The follow up of supervision was regularly made in 490 schools; to a large extent in 497 schools, and partly in the 482 schools.

5) Office work in the schools was supervised regularly by 974 Head Masters, to a larger extent by 440 Head-masters.

6) In keeping: (1) The school building (2) Teaching aids (3) Furniture; items in order, the Head Masters of 750 schools had paid attention regularly; at majority time it was paid by 754.

7) Head Masters of 741 schools were prompt in the conduct and follow up of the various tests regularly.
Head masters of 457 schools did so to a large extent of tests; to a little extent it was done by 279 head masters.

9) After the results of various tests, the Head masters from 289 schools regularly gave suggestions to the teachers for giving guidance to the backward students: to a large extent by 459 Head Masters, partly by 336 Head masters.

10) School discipline was implemented, according to democratic principles, regularly in 754 schools; to a large extent in 498 schools and to little extent in 263 schools.

11) The Head Masters supervised co-curricular activities in 1211 primary schools and it was not done in 273 schools.

12) The meetings of teachers and Head Masters were held regularly in 707 schools, sometimes in 373 schools, rarely in 189 schools and not held in 215 schools.

13) The teaching of the teachers was observed by the Head Masters, regularly in 636 schools, often in 405 schools and rarely in 364 schools.

14) Instructions in writing were given to the teachers after observation of their teaching in 1144 schools and were not given in 344 schools.

15) Head Masters of 1225 schools participated in co-curricular activities, and 260 Head Masters did not
participate in co-curricular activities.

15) The arrangements of the demonstration lessons made, for the guidance to headmaster and teachers in the following range in number of schools was as under:

TABLE NO. 5 (7)
CLASSIFICATION OF PRIMARY SCHOOLS ACCORDING TO THE NUMBER OF DEMONSTRATION LESSONS ARRANGED.

<table>
<thead>
<tr>
<th>Serial Number</th>
<th>Range</th>
<th>Number of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Five demonstration lessons</td>
<td>485</td>
</tr>
<tr>
<td>2.</td>
<td>Four demonstration lessons</td>
<td>396</td>
</tr>
<tr>
<td>3.</td>
<td>Three demonstration lessons</td>
<td>277</td>
</tr>
<tr>
<td>4.</td>
<td>Two or less than two demonstration lessons</td>
<td>295</td>
</tr>
</tbody>
</table>

From the above table it is seen that three and more than three demonstration lessons were arranged in 1158 primary schools and less than two were in 295 schools only. 32 schools had not responded to this question.

16) Head Masters of 1159 primary schools had discussed with each teacher their daily work. The remaining 300 Head masters did not discuss with each teacher. 26 Head masters had not answered this question.

17) Guidance was given to students who had the problems in study and indiscipline in 624 schools regularly; most of the time guidance was given in 510 schools and partly in 345 schools.
The Headmasters had observed the lessons of teachers and had kept the notes of observation in primary schools as under.

**TABLE NO. 5(8)**

<table>
<thead>
<tr>
<th>Serial Number</th>
<th>Range</th>
<th>Number of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Five lessons of each teacher</td>
<td>485</td>
</tr>
<tr>
<td>2</td>
<td>Four lessons of each teacher</td>
<td>410</td>
</tr>
<tr>
<td>3</td>
<td>Three lessons of each teacher</td>
<td>201</td>
</tr>
<tr>
<td>4</td>
<td>Two and less than two lessons of each teacher</td>
<td>268</td>
</tr>
</tbody>
</table>

The 31 primary schools had not answered to this question. From the above table it is clear that the Headmasters from 1186 schools had observed three and more than three lessons of each teacher.

**The School and the Society**

It is important to consider the relations between the schools and the society. As the School is a part and parcel of society, it must participate in good activities of the society. The Co-operation that the school gets from society and the guidance that society gets from the school are important. It is important to study the mutual co-operation of the school and the society.
1) Out of 1485 primary schools, 1176 schools had 'Parent-Teachers Association'.

2) Students were encouraged for participation in social activities regularly in 439 schools; mostly in 518 schools, frequently in 351 schools and were not encouraged in 130 schools.

3) Donation in cash or kind were received by 204 primary schools, occasionally by 293 schools, scarcely by 366 schools and 624 schools never got any donation.

4) School building and school surroundings of 414 schools were used regularly for social education, occasionally of 305 schools rarely of 374 schools and not used at all in respect of 307 schools.

5) Adult education classes were organized with the collaboration teachers and student regularly in 359 schools, mostly in 369 schools, rarely in 373 schools and not organised in 387 schools. This follow up work of adult education was continued in 245, 402, 370 and 466 schools, regularly mostly, frequently and not continued respectively.

6) Co-operation was given, for organisation of matches, games and functions, at local level, regularly by 342 schools at majority time by 510 schools, frequently by 358 schools and co-operation was not given by 285 schools.
7) In school activities, co-operation was available from other neighbouring schools of 837 primary schools; and was not available to 357 schools.

8) The programme of preparation of food was done in 704 schools.

9) The social, economic and cultural survey of the students was conducted regularly in 376 schools. It was done of the majority of the students in 558 schools; it was done of very few students and that also scarcely in 165 schools and it was not done in 173 schools.

10) The material which was available in the local society was used in teaching regularly in 251 schools, in 483 schools to a large extent, rarely in 471 schools and it was not used in 174 schools.

11) In daily teaching work, co-operation of well informed person of the local society was regularly sought in 298 schools, at the most of the time it was sought in 458 schools, frequently in 332 schools and not sought in 466 schools.

The classification of all the 1485 primary schools in accordance with the grades was as follows. (1) 'A' grade schools-121(2) 'B' grade schools-535 (3)'C' grade schools 706 (4) 'D' grade schools-63.
In Osmanabad district, there were 96 High Schools run by Zilla Parishad Osmanabad. The primary schools at these places were under direct control of Head Master of the high school. He was in charge of students one to ten. This system is advantageous in many ways. As the help of the well-trained, highly qualified teachers is available readily, the qualitative improvement can take place. In the case of science subject more apparatus is available and can be used for lower classes also. All the activities are common to all classes and it is very helpful to the primary classes.

There are some drawbacks in this system. The lower classes say I to IV have altogether different needs. The students from these classes do not get full scope in all the activities. The timing of the school is also not suitable to students from class I to IV.

Sanskrit Path Shala

In Osmanabad district, there were only three Sanskrit Schools. These are at the following places. (1) Goraiadevi Bhati Sanskrit Path Shala, Iatur (2) Veeshnavand Sanskrit Pathshala, Chakur (3) Bharatya Sanskrit Path Shala, Udaipur. The main objectives of these schools are to create interest in Sanskrit language and literature, spread of Sanskrit language. There were three classes in each of the three above school. The total number of teachers was 9. In each class there were approximately 30-40 students.
The students from these schools, appear for the various examinations conducted by (1) Tilak Maharashtra Vidyanidhi Poona (2) Bhavevat Gita Pariksha Vandal Poona.

Total expenditure done by Zilla Parishad, in the year 1977-78 on these schools is given below:

1. Goriadevi Pathi Sanskrit Pathshala Rs. 1,560/-
2. Veeshnavanand Sanskrit Pathshala Rs. 1,883/-
3. Bharatiya Sanskrit Pathshala Rs. 954/-

Total grant Rs. 4307/- was given to these schools.

For enrichment of Sanskrit language, Government has come forward to help such institutes.

Summary of the interviews

The researcher had taken interviews of 109 persons. These include Education Officers, Deputy Education Officers, Education Inspectors, Head Masters of Central Primary Schools, Principals of training colleges, Professors, Principals of Arts, Science and Commerce colleges, primary teachers, secondary teachers, Educationists and Members of Non-government managements. The list of questions asked in the interviews is given in Appendix C. The list of the names of persons whose interviews taken, is given in Appendix C. The summary and the main problems, stated in the interviews are as follows.
1) Efforts should be made for qualitative improvement.

There is enough spread of primary education but proportionately qualitative improvement is not achieved to the extent desired. This opinion is expressed by 91% of interviewed persons. Learning experiences are not arranged properly. The candidates admitted to standard five cannot read, write and speak fluently. This opinion was by Head master of five secondary schools. The teachers of V Std. have also stated that they have to spend about 2 months at beginning of the year to cover the syllabus for std. I to IV. About 72% of the persons interviewed expressed, the view that the students lacked in the basic skills in Mathematics, addition, subtraction, multiplication and division. Five educational inspectors are of the opinion, that the primary teachers in rural areas are not working wholeheartedly. This job is a side business for some of them. Some of the parents interviewed by the researcher, narrated the bad habits of primary teachers and said that some teachers were not good enough for this job.

He may careful attention must be paid towards the quality of primary education. There must a good supervision of primary education. All the right should be given to the Head masters to punish the teachers, who shirk in the work. Every teacher must devote some time for preparation for teaching. If this is not done over a long period, then the annual increment of the teacher may have to be stopped. The entry about non-preparation by the teacher, should be made in his service book also. The right action
taken by the Head master, must be protected by the Officers and the Government. As the Government is spending large amounts on primary education, it must get proper returns in the form of qualitative improvement. All the teachers, and the guardians and office bearers and officials have to come together and put their efforts in this direction.

2) Education must be free from politics. Out of the persons interviewed, 67% have pointed that the teachers actively participate in politics. The teaching of such teachers is not proper, in other words they neglect their duties. If a showcause notice is given to these teachers, they give insulting replies. It was reported by four Head masters and six Education Inspectors that in some cases, these teachers had managed to manipulate the transfers of Head masters and Education Inspectors. The field of education must be free from politics. The teachers should not be allowed to participate in politics. If this is done many problems in the field of primary education, will vanish.

3) Control of Education must be vested in the State/Central Government. Education Department should be taken off from the Zilla Parishad. This will reduce the interference of the leaders at the local, taluka and district levels. This opinion was given by 94% of the interviewed persons.

On account of attachment of primary education to Zilla Parishad primary education has suffered a lot. If a separate department is established, this situation will change for the
better step by step. Five Headmasters and three Education Inspectors explained that the teachers, not working properly, should be warned 2-3 times. Even if there is no improvement in their teaching, then these teachers should be transferred to any other school in the district. If they do not work properly, these too, then they should be transferred to other districts. Then alone they will concentrate their attention on teaching.

4) Orientation and Inservice Education- According to 59% of interviewed persons, there is need of orientation and inservice training for teachers. The professional quality of teachers must be improved. In Osmanabad district the inservice training is given for 120 primary teachers every month. There are three divisions of forty teachers of inservice. In a year only 1200 teachers get inservice training. But this arrangement is not sufficient, said principals of three primary training colleges and eight teachers from primary training colleges.

For the professional growth of teachers there must be orientation and inservice training for every teacher once in every three years, of one months duration in all the subjects. All the teachers should receive the orientation. After inservice training there should an examination. The grades secured by the teachers, in such examinations should be considered for annual increments.
The monthly seminars, arranged at the Central Schools, should be made compulsory for all the teachers. In such seminars new methods and techniques need to be explained by Education Inspectors. For such seminars, the teachers from training colleges may be invited and asked to solve the problems of teachers in teaching the various subjects.

5) **Provision of teaching aids and apparatus.**

In interviews, 62% of the persons reported that teaching aids were not available in schools, especially for science and work experience. Schools are lacking in maps and other devices; also, Zilla Parishad and municipalities, have to make provision for purchasing various teaching aids and supplying them to the schools.

6) **Special Orientation for Single teacher-school teachers.**

Out of these 110 interviewed persons, 24 are teachers from single teacher schools, 48% of them had suggested the need to organize special orientation for teachers of single teacher schools.

This field of orientation is neglected. More stress should be given on this field in primary training colleges. This is demanded by 2 principals and 5 teachers of primary training colleges. 20% of the single teacher school teacher demanded that there should be another teacher in single teacher schools, whose daily attendance is more than 50 students. So these two teachers can well concentrate in the
school, and problems of single teacher schools can be minimised.

The Government has now accepted to make these schools multi teachers. But having more teacher will not solve the other problems of these schools.

So it should be seen that before appointment of these teachers they get orientation of working in single teacher schools. See 31.2% of the primary schools in this district are single teacher schools.

7) Wastage and Stagnation

These are the acute problems in primary education. The percentage of wastage is tremendous. So to stop this wastage and stagnation, more efforts have to be made. This wastage is more in girls as compared to that of boys. More teaching aids should be used in the schools. Teaching must be more interesting, free supply of sets and text books, and mid day meals will serve effectively. People must be convinced of the need of sending their children to schools. There must be combined efforts on the part of the teachers and guardians; so that attendance can be increased. It is the duty of the teachers to create such an atmosphere in the schools so as to create interest in studies.

8) Protection to lady teachers

In interviews, 90% of the lady teachers demanded protection to lady teachers serving in rural areas. In some villages the lady teachers are troubled by local leaders and
other people. These people come to school and speak harshly to lady teachers. They insult lady teachers. In some cases some of them are drunk. They come to school and disturb the school routine, so protection to lady teachers is but essential. When ever lady teachers make a complaint to the police or to the Government, immediate attention needs to be paid.

The best remedy is to appoint the local ladies in the rural schools.

9) The number of co-curricular activities must be increased.

Many primary teachers said that co-curricular activities were not organized in sufficient number in the schools. Only on 15th August and 26th January functions are celebrated in many rural schools. In some villages at the time of entertainment programmes and cultural activities arranged in school surroundings, some persons throw stones and disturb the programmes. So such activities are avoided in many schools. This is reported by twelve teachers. The percentage of schools organizing more activities is very low. These co-curricular activities promote the all sided development of the students and need to be organized on a larger scale.

10) School buildings.

The information of school buildings in this district had been given in this chapter. From table no.9(2) we understand that only 432 schools are having sufficient number of class rooms.
There is the need of 2504 additional class rooms: Only 40% of the schools are having school buildings, other school buildings are rented houses or free of cost buildings. These are not good for school purposes. If the health of the students is to be maintained then good and attractive school buildings are essential. So Villa Parishad and Local institutions and leaders must look after this need and sufficient school buildings should be constructed.

11) Annual increment

If a teacher secures at least the 12th grade in inservice courses, and does the work whole heartedly, then and then only the increment should be given: This principle should be implemented keenly. This opinion is given by 40% of the persons interviewed.

12) Inspections of the Schools

In all these persons 60% said that the inspections of the schools should be more rigorous. In a year every school must be inspected at least 4 times. There should not be preintimation to them. What they observe and find must be written in suggestion books and reported to the office. Now in general most of the schools get good remarks in majority of the items. This must be stopped. Inspectors must guide the teachers, while conducting inspection. Every inspector must take some demonstration lessons. There must be a free talk between Education Inspectors and teachers. All problems of the schools must be discussed in these talks. This is demanded by twenty teachers.
Summary:

In this chapter the primary education in Osmanabad district is described. There is a constitutional provision for free compulsory elementary education. According to article 45 of the constitution, there is a free and compulsory primary education in India. There is much spread of primary education and the time has come to make evaluation of primary education and promote qualitative improvement in education. This need of consolidation is also stressed by Shri M.C. Chagla, former Union Education Minister. The objective of primary education is changed from three Rs (reading, writing and arithmetic) to all round development of personality of students.

In Osmanabad district there were 1714 primary schools. The number of teachers was 7212. Total number of students taking primary education was 2,350,312. Classification of primary schools is as follows. 1,652 primary schools were run by Zilla Parishad; 13 primary schools run by two municipalities; 37 were aided and 12 were un-aided primary schools. In aided schools there are 5 Ashram Schools. Total number of girls schools was 45. In Paranda taluka there was only one girls primary school.

Single teacher schools were 535 in number in Osmanabad district. The single teacher school system was used in many developed countries, for spreading no universal compulsory education. This is the original Indian Education System; but it is neglected these days. This is the only system that will lead us towards the goal of universal compulsory education.
Serfing in these schools is not a punishment to a teacher, as it is supposed so, but chance to show skills in teaching and an opportunity to prove his ability. There is a need of survey of these schools. Their problems and innovations. The teachers had reported many problems of these schools of physical nature, few of them asked for orientation and training. The school timing in the district is generally, from 10 a.m. to 5 p.m. except on Saturday. In only 46 schools there was a shift system. All the schools had Marathi as the medium of instruction. 8 primary schools and two primary schools had classes of Urdu and Hindi medium respectively. Only 482 schools were having sufficient number of school buildings. Ahmednagar, Falsa, Pillanar, Umera, Osmanabad and Udeir talukas want more class rooms to be constructed. In the case of Library, educational books and magazines these primary schools were very poor. More attention has to be given to the school library. 995 schools conduct Adult Education classes. School surrounding is an important part of the learning teaching process. The school surrounding was always clean in 465 schools. Only 911 schools were having playground. In 456 schools there was a provision of drinking water. In 792 schools there was enough furniture. So far as the case of apparatus and teaching aids is considered, only 392 primary schools were having sufficient apparatus.

Book bank was run in 989 schools. 1139 primary schools need sufficient number of teachers. All the circulars were shown to teachers in 1468 primary schools and their implementation was done in all schools. In 1125 schools time table was
prepared at beginning of the school. For allotment of subjects and period the teachers qualification and capacity was considered in 1352 primary schools. There was school uniform in 680 primary schools. Students from 1063 schools were regular. They do study and answer most of the questions asked in the classroom. In 1342 schools students performed the home work regularly. Students from 145 primary schools helped in conducting the science experiments and in production of teaching aids. In the 728 primary schools students remained present for all tests and examinations. Self discipline was administered in 978 schools.

The teachers from 1121 primary schools prepared annual planning of the subjects. Teachers from 452 schools had used teaching aids regularly. In 972 schools extra guidance was given to the backward students in study. In 1120 primary schools brilliant students were encouraged. In 782 schools subject projects were prepared while teaching the subject. There was provision of self-study in the classroom in 948 primary schools. All the Head masters had taught during the periods, assigned to them in the time-tables. In 1028 Head Masters had prepared annual planning with the help of teachers. 517 schools had used the library and science apparatus of neighboring schools. 835 schools teachers appeared for various university examinations. In 133 primary schools had at least one graduate teacher.
In Osmanabad District 6265 teachers were trained teachers and the remaining 247 teachers were untrained teachers. The percentage of un-trained teachers was 13.14%. In 395 primary schools English teachers were wanted, in 280 schools and in 298 schools Maths and Science teachers were wanted respectively. The number of teachers having oriented and received in service training was 1200.

In 287 schools there was at least a set of books for each standard. Physical education apparatus was used in 275 schools. While teaching of social sciences, teaching aids were used in 274 schools. Science apparatus was used in 293 schools, while teaching science.

In all these schools the average result of all standards was satisfactory. 1100 schools were having result in the range of 75% to 100%. So far as the result of 3rd, IV and VII is considered, in the range of 75% to 100% came 250 schools and 515 schools respectively. Question papers were set by the new evaluation methods. Head masters had assessed the question papers. Progress books were maintained in 286 schools. Only 280 schools had sent progress books to guardians every month.

In 741 schools co-curricular activities were conducted; in the range of 5 to 15. The planning of these activities was done in 201 schools. 111 schools had encouraged the students to participate in the activities. Only in 367 schools supplementary did was arranged.
Planning of supervision was done in 1082 schools. The regular meeting of staff and Head Masters were held in 707 schools. The Head masters from 686 schools had observed the teaching of the teachers. 1159 Head masters had discussed with their teachers the daily school routine.

Parent Teacher-Association's were working in 1173 schools. Students from 486 schools were encouraged to participate in social activities. 204 primary schools got financial assistance from the society, well informed persons were called in 223 schools, to supplement instruction.

In Osmanabad district 'A' grade primary schools were 131. 'B' grade schools were 535, and 'C' grade schools were 6 and only 'D' schools were in 'D' grade.

In Osmanabad district 06 High Schools controlled the primary schools. There are some advantages and disadvantages of this system. Three Sanskrit schools were in the district. Students from these schools appear for examinations conducted by Tilak Maharashtra Vidhypanth and Bhagwat Gita Prakash Mandal, Poona.

The total number of primary schools is sufficient for the need of primary education in Osmanabad district. Now more attention should be given towards qualitative development. 21% of the persons reported that the standard of primary education had been decreased. For its improvement increase
in attendance more use of teaching aids, qualitative growth of teachers, are necessary. For this growth orientations and in-service training are the remedies. Education department should be taken off from Zilla Parishad and should be formed a separate department under direct control of Government. Annual increments must be given to the teachers, achieving grade in in-service training. School inspection should be done at least 4 times in a year. Special orientation must be given to teachers, that are going to be appointed in single teacher schools.
CHAPTER VI

SECONDARY EDUCATION IN OSMANABAD DISTRICT

1. Introduction
2. Importance of Secondary Education
3. Aims and objectives of Secondary Education
4. Vocational bias to Secondary Education
5. Distribution of Secondary schools in Osmanabad District
6. Public Schools
7. Analysis of data
8. Higher Secondary Schools
9. Importance of Higher Secondary Schools
10. Aims and objectives of Higher Secondary Schools
11. Summary of interviews
12. Summary
CHAPTER VI

Secondary Education in Osmanabad district:

Introduction:

Secondary education is an important stage in all educational patterns. It is not merely a continuation of primary education, but it is an end in itself.

For a number of years, the attitude towards secondary education was not proper. Many commissions had prominently pointed out the defects of secondary education, but they have not been completely removed. Secondary education is, in these days also, bound by defects and old traditions. As the name 'Secondary education', suggests the attitude of people looking towards this education, it is looked upon now also as a preparatory stage for University education. So it was treated as secondary, primary education was supposed as elementary, this middle stage as secondary and more weightage was given to the University education.

In brief the secondary education in past was sacrificing the needs, interests and vocational ambitions of the majority of the pupils on the altar of University-entrance requirements that they neither needed nor desired, nor were fitted for.
The Post War Reconstruction in India" (1944) popularly called the Sargent Report, gave a new meaning to secondary education. The Sargent Report emphasized that the current type of academic education aimed at college entrance only that it was not the best type of secondary education. The Report stated, "while it will remain, a very important function of High (Secondary) Schools to pass on their more able pupils to Universities and other institutions of equivalent standard, the large majority of school-leavers should receive an education that will fit them for direct entry into occupations and professions."

From the above recommendation, the functions of secondary schools are understood. After this commission, many commissions had made valuable recommendations but they have not been implemented properly.

Importance of Secondary Education

As stated above, the secondary education, is a very important stage of education. It will be more clear by considering the following definitions.

The modern conception of the scope and aims of secondary education in all its fullness has been aptly summed up by Professor H.C. Dent in his stimulating book, Secondary Education for all "To me, secondary education

is that stage of education necessary for all children expecting to become full members of a complex modern society which, building on a secure foundation of primary education, attempts by providing for the adolescents a satisfying school life, and by developing to their highest potential his ability, his healthy attitudes, interests, and qualities of character to bring him to the threshold of adult life adequately prepared to enter upon that life as a knowledgeable, active minded and sociable individual, a citizen aware of his privileges, rights, duties and objectives as a member of democratic society and eager to take them all up, and a worker sufficiently skilled to begin not only to support an individual life of his own but to make a reasonable continuation through his work to the natural and spiritual wealth of the community, and to know why he should do so and be satisfied with the reasons. 2 In making this adaptation to India's special needs and conditions and defining the specific aims and functions of the new secondary education in India, it is better to follow the wise lead of the Kudaliar Commission. The Commission defined the aims of secondary education in the new India to be, "the training of character to fit students to participate creatively in the emerging social order, the improvement of their practical and vocational efficiency for the prosperity of the country, and the development of their literary artistic and cultural interests which are necessary for self expression and for the

2. Ibid p.28
full development of human personality, without which a living national culture cannot come into being."3

In addition to the above two definitions, the definition, given on page number two act number XII, in rules and laws for establishment of Maharashtra, State Board of Secondary Education and Divisional Boards of Secondary Education, in 1955, as "Secondary Education means, that education, which is given for the fulfilment of the needs of adolescent, may be general, Technical, Vocational or Special education. It is given after completion of primary education and before the University education."4

Raja Boy in his book-

"The world of Education-In Introductory text had tried to define Secondary education. The attempts are as follows in a more comprehensive way.

1) Secondary education is a double link between primary education and University Education.

2) In the view of individuals, it is the education given in the adolescent for which stage it is difficult to predict.

3) In the view of institutions, secondary education is a stage after the primary education and before the University education.


4. तिला प्रदीप व निदानार श्रुतिकर्मणां हनमि सद्वत्स्रारम्भम् सम्पूर्ण श्री रायज्ञ प्रकाश पुस्तक, निरान्यकेन 1944 पृष्ठ 67.
From the intellectual point of view, secondary education is a period of acquiring accuracy of knowledge. It is the stage between the child's amusement about wholly knowledge and application of knowledge done by University students.

From the emotional point of view secondary education is a unstable adolescent stage, in between the love in childhood and politeness in adult.

The Committee on the Orientation of Secondary Education had defined as, "Secondary education means education suitable to the requirements of all pupils who have completed primary education and have not qualified for admission to a certificate, diploma or degree course instituted by a university or by Government."

From all above discussion and definitions, it is understood that secondary education, is a fulfilled stage in education so, it is necessary to take care of this secondary education.

Now it is necessary to consider the aims of secondary education. From all above definitions aims can be concluded as follow:

1. Secondary education must fulfill the needs of adolescent, Say General, Technical, Vocational or
or special. In this period, they must acquire accuracy and completeness in knowledge. After completion of this education they must be able to participate in social activities; and those who are willing to take University education, must set foundation by this education.

2. The curriculum should be such that, by the virtue of which, in this explosive unstable adolescent stage, they get a training for conduct and thought. There must be control over the emotions and training for admiring the beauty. Nidhiai Commission had given the aims of secondary education as follows.

1. Developing Democratic citizenship. The secondary education has to meet the needs of a growing democracy that is in India. Secondary Education must develop the capacity for clear thinking a receptivity the new ideas, the intellectual integrity to shift truth from propaganda and false hood, and scientific attitude of mind to think objectively and dispassionately. It should train the pupil in expression, in speech and in writing. It must cultivate the qualities of discipline, cooperation, social sensitiveness and tolerence.

2. Vocational Efficiency: One of the urgent problems of the country is to improve productive efficiency and to increase the national wealth and there by to raise
the standard of living so fostering dignity of manual labour, and promotion of technical skill for the advancement of industry and technology. Thus our secondary education must take rid of the purely theoretical instruction, and must emphasise agricultural, technical, commercial and other practical courses besides the academic one.

3. Education for Leadership: Secondary Education must be terminal for a majority of the students and hence the pupil must be able to enter on various professions independently at the end of the school course. A special function of the secondary school, in this way is to train persons who will be able to assume the responsibility of leadership in social, political, industrial or cultural fields in their own small groups of community or locality.

4. Development of Personality: The important aim of secondary education is, "to release the sources of creative energy in the students, so that they may be able to appreciate their cultural heritage, to cultivate rich interests which they can pursue in their leisure and so contribute, in later life, to the development of heritage." The scope of education at this stage must therefore be widened, so as to make it broad based enough to include wide variety of subjects and interests for the complete development of the personality physical, moral, mental, social and practical. The educational objectives as stated
in "Policy statement of Educational Reconstruction in Maharashtra (Feb.1970)" can be applied to secondary education.

5. Education has three main objectives which are interdependent.

1) It is an academic discipline which inspired men in his ceaseless endeavour for the pursuit of truth and the realisation of the best in a person.

2) It helps the growth and development of the potentialities in an individual, including his physique, intellect, emotions, vocational skills, artistic sensitivity and a proper sense of values.

3) It can become an instrument of national development, consistent with national aspirations, provided the education he receives is related to his own needs and the larger aspirations of his people with the result that it enables the nation as a whole to meet the challenges of a given situation by creating adequate skilled man-power to fulfill the national requirements.

Until now we have considered the definitions of Secondary Education, aims and objectives of secondary education.

From the year 1972, the new pattern of education came into existence in Maharashtra and from this year, the pre-secondary classes i.e. V to VII were allowed to be attached to the secondary schools.

**Vocational Bias to Secondary Education**

Mudliar Commission had recommended diversified courses; because of the need of meeting variety of aptitudes, because of the interests and talents which come into prominence as the natural development towards the end of the period of compulsory education. For this purpose the Commission recommended multipurpose schools. A Multipurpose School seeks to provide varied types of courses for students with diverse aims, interests and abilities.

This vocational bias is also strengthened by the Indian Education Commission by recommending.

1) Secondary Education should be vocationalised in a large measure and enrolment in vocational courses raised to 20% of total enrolment at the lower secondary stage and 50% of the total enrolment at the higher secondary stage by 1986.

2) A variety of part-time and full-time facilities in vocational education should be available at both these stages to meet the needs of boys and girls in urban and rural areas.

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In new pattern of secondary education which came into existence for 1972-73 there came five branches of optional subjects. These are as follows: 1) Branch 1-Miscellaneous 
2) Branch-2 Technical 3) Branch-3 Commerce 4) Branch-4 Agriculture and 5) Branch-5 Fine arts.

With all other compulsory subjects, the students have to select two subjects from one of the above 5 Branches. Occupational education survey was conducted by State Institute of Education, Poona; of Osmanabad district. In the report they had given a list of work experiences and a list of various occupations; suitable to surrounding.

While preparing a syllabus, for secondary schools, of work experiences, this list was not totally considered; as this syllabus was made for Maharashtra State and not specially for any district.

Secondary Schools in Osmanabad district

In Osmanabad district there were 246 secondary schools. Among these secondary school only eleven schools had technical branch and one school had Agriculture branch. Majority of secondary schools were having the Miscellaneous Branch. The total number of students taking education in these secondary schools was 92,354. In these 246 secondary schools 94 secondary schools were conducted by Zilla Parishad Osmanabad. There were 30,766 boys and 16,840 girls taking education; in these Zilla Parishad Secondary Schools. There were 1,760 male and 324 females teachers, working in Zilla Parishad secondary schools.
There was a single secondary school which receives the grants from Zilla Parishad. There were 85 boys and 10 girls with 7 teachers in this school.

There were 151 secondary schools run by non-government institutions. The total strength of these secondary schools was 34,719 boys and 9,934 girls. Total number of teachers in these schools was 1741 gents and 190 ladies. Among these teachers 1,653 gents and 125 ladies were trained and remaining 188 male teachers and five lady teachers were untrain. The percentage of lady trained teachers was greater than that of trained male teachers.

There were 15 secondary schools exclusively for girls in Osmanabad district. In these schools 6787 girls were being educated. These were conducted by Zilla Parishad. There were 142 male teachers and 200 female teachers in these schools. Two secondary schools for girls were conducted by non-government institutions. The strength of these schools was 1129 and there were 12 male teachers and 30 lady teachers serving in them.
Distribution of Secondary Schools

The distribution of secondary schools according to the talukas is given below.

Table No. 6(i)

Taluka-wise distribution of Secondary Schools.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of Taluka</th>
<th>Number of Secondary Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ahamadpur</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>Ausa</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>Bhoom</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Kallam</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>Latur</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>Milanga</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>TTmerga</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>-Paranda Osmanabad</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>Paranda</td>
<td>6</td>
</tr>
<tr>
<td>10</td>
<td>Tuliapur</td>
<td>13</td>
</tr>
<tr>
<td>11</td>
<td>Udgir</td>
<td>13</td>
</tr>
</tbody>
</table>

| Total   | 95               |
|         | 151              |

From the table number 6(i), it is clear that maximum number of secondary schools were in Udgir taluka that is 40 and least number of secondary schools, 9 only was in Paranda taluka.
Ausa and Bhoom talukas were having less number of secondary schools as compared to other talukas. In Paranda taluka Zilla Parishad secondary schools were more in number; if the number of the non-government secondary schools was x considered in this taluka, it was 3 and Zilla Parishad secondary schools were 6.

More Zilla Parishad Secondary Schools were in Udgir and Tuljapur talukas 13 each. Nilanga, Umerga and Osmanabad talukas were having 10 Zilla Parishad Secondary Schools, five each was in Bhoom taluka. Latur and Ausa talukas were having only 6 Zilla Parishad Secondary Schools each. There were 9 secondary schools, run by Zilla Parishad, in Ahamadpur taluka, 7 in Kallam taluka and 6 in Paranda taluka.

In the case of non-government secondary schools, the greater number of schools were in Udgir taluka, 27 and less number in Tuljapur and Paranda talukas, 3 each. Latur taluka was next to Udgir taluka having 23 non-government secondary schools.

Ahamadpur, Nilanga, and Umerga talukas had 21, 18, 18 non-government secondary schools respectively. The remaining talukas, Ausa, Bhoom, Kallam, Osmanabad, were having 8, 7, 11, 12 non-government secondary schools respectively.

From the above data, it can be suggested that, there is a scope for non-government institutions in Paranda, Bhoom, Ausa, Kallam and Tuljapur talukas in the field of secondary education.
Table No. 6(2)

Taluka-wise trained and untrained teachers in secondary schools.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the Taluka</th>
<th>Trained Teachers</th>
<th>Untrained Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Zilla Parishad</td>
<td>Zilla Parishad</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Male Female</td>
<td>Non-Govt. Male</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Male Female</td>
<td>Female</td>
</tr>
<tr>
<td>1.</td>
<td>Ahamadpur</td>
<td>171 17</td>
<td>200 7</td>
</tr>
<tr>
<td>2.</td>
<td>Ausa</td>
<td>97 16</td>
<td>82 2</td>
</tr>
<tr>
<td>3.</td>
<td>Bhoom</td>
<td>80 9</td>
<td>66 3</td>
</tr>
<tr>
<td>4.</td>
<td>Kallam</td>
<td>116 20</td>
<td>120 5</td>
</tr>
<tr>
<td>5.</td>
<td>Latur</td>
<td>92 38</td>
<td>224 58</td>
</tr>
<tr>
<td>6.</td>
<td>Nilanga</td>
<td>163 15</td>
<td>171 5</td>
</tr>
<tr>
<td>7.</td>
<td>Umerga</td>
<td>174 18</td>
<td>231 5</td>
</tr>
<tr>
<td>8.</td>
<td>Osmanabad</td>
<td>179 55</td>
<td>122 9</td>
</tr>
<tr>
<td>9.</td>
<td>Paranda</td>
<td>86 20</td>
<td>12 1</td>
</tr>
<tr>
<td>10.</td>
<td>Tuljapur</td>
<td>230 46</td>
<td>51 7</td>
</tr>
<tr>
<td>11.</td>
<td>Udgir</td>
<td>211 32</td>
<td>254 23</td>
</tr>
</tbody>
</table>

From the above table it is found that more lady teachers were working in Zilla Parishad secondary schools 324 and in non-government secondary schools the number of lady teachers was 130 only.

More untrained male teachers were in the following talukas: Udgir-24, Osmanabad-23, Nilanga-22, Ahamadpur-23, in Zilla Parishad Secondary Schools. Untrained lady teachers were in following talukas, Udgir-12, Tuljapur-9, Bhoom-9, Osmanabad and Latur-6 each; and Nilanga-5, in Zilla Parishad Secondary Schools.
When attention is turned over to non-government secondary schools; it is found that, the number of untrained male teachers was more in, Ahamadpur-47, Udgar-37, Latur-28 Nilanga-22. There was not a single untrained teacher in Paranda taluka. The number of untrained lady teachers was very low, maximum 2 in Latur taluka. Ausa, Umerga, and Osmanabad taluka had only one untrained lady teacher each. The remaining talukas did not have untrained lady teacher.

So for as the problem of trained teachers is considered secondary schools run by Zilla-Parishad had 226 untrained teachers and secondary schools, run by non-government institutions had only 193 untrained teachers.

Public School

Now it is accepted that public schools are essential," importance was well expressed by Sir John Sargent, formerly Educational Adviser to the Government of India," the product of the public school may be limited in its intellectual range, narrow in its sympathies and arrogant in its assumptions, but at the same time it displays a capacity to set up, and abide by, standards of conduct and readiness to accept responsibility, "qualities which must form an essential part of the equipment of any real public servant".

This importance is again stressed by Muldiar Commission by stating "After carefully considering the matter, we have come to the conclusion that if Public Schools are properly organised and training is given on right lines, they can help to develop correct attitudes and behaviour and enable their students to become useful citizens. There are greater opportunities in these schools than in the majority of secondary schools for developing certain essential traits of character including the qualities of leadership, because of the special facilities that they can offer and the close contact between teachers and pupils that is possible in them."\(^{10}\)

This commission had given two definite principles that should be borne in mind while running the public schools.

1) The public school should not be a special or exclusive institution. It must have its roots in the soil of the country and must generally conform to the normal pattern of national education.

2) Public schools should place due stress not only on the spirit of sportsmanship but also on all other important aspects of citizenship, the dignity of labour and a social sense. They should also take care to see that their general Educational Life is in conformity with Indian culture, traditions and outlook.\(^{11}\)

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10) Ibid P.41
11) Ibid
In Osmanabad district, there was only one Public School at Osmanabad, namely 'Terna Public School.' In this public school classes from V to X were conducted. The total strength of the school was 250 and total strength of the teaching staff was 10. The construction of new building was started.

Analysis of data

In Osmanabad district, there were 246 secondary schools. Out of these 246 secondary schools, information was available of 225 schools from the office of the Educational Officer, Zilla Parishad, Osmanabad. This information was collected from the 'Gradation of the Schools' prepared by State Institute of Education, Poona like the questionnaire to primary schools. This questionnaire was also divided in to two main parts.

1) General information of schools.
2) Evaluation of schools

This second part was again sub-divided into the following heads.

1) School surroundings.
2) School administration
3) Educational progress
4) Supervision
5) School and society

Among these sub divisions, Educational Progress was again sub-divided into the following parts.
A) Learning  
b) Teaching  
c) Training  
d) Use of aids and library  
e) Evaluation  
f) Co-curricular activities

Gradation was made on the basis of marks obtained by the schools. For the various items listed above, this questionnaire was to be filled by the Head Master and marks were to be allotted by the Head Master. So it was a sort of self-assessment. The gradation was made on the following criteria:

1) Those schools securing 95% and above marks, with at least 75% marks in each part of the questionnaire, were given 'A' grade.

2) Those schools securing 60% and above marks, with at least 50% marks in each part, were given 'B' grade.

3) Those schools not securing the above marks were to given 'C' grade.

General Information

1) There were 246 secondary schools in Osmanabad district. Out of these 94 secondary schools were conducted by Zilla Parishad, Osmanabad, while 151 secondary schools were conducted by non-government institutions. There was a one secondary school, which received the grant from Zilla Parishad.
There were 15 secondary schools for girls in Osmanabad district. Out of these only 2 secondary schools were conducted by non-government institutions.

Out of these 246 secondary schools only eleven secondary schools were having technical branch and one secondary school was having agricultural branch, while the remaining secondary schools were having miscellaneous branch.

Higher secondary classes were attached to eight secondary schools only. Out of these eight Higher Secondary Schools, 3 were run by Zilla Parishad and 5 were conducted by non-government institutions.

2) Out of 225 secondary schools, in 98 secondary schools, there were classes from standard V to X, in 76 secondary schools were having classes from standard I to X and 45 secondary schools had classes from standard VIII to X, the classes from standard I to VIII were in two secondary schools, and standard VIII to IX and also standard V to IX were in two secondary schools each.

3) The school timing of secondary schools in the district is from 11.00 a.m. to 5 p.m. Out of 225 secondary schools only 42 schools were having shift system, and the timing of these schools was 7.30 a.m. to 12.00 noon and from 12.00 noon to 5.00 p.m. On Saturday the school timing was 7.30 a.m. to 11.30 a.m. except schools having shift system.
4) The total strength of students in 246 secondary schools was 47,506.

5) Out of 225 secondary schools, in 7 secondary schools there was a Urdu medium up to standard V. In a single school, there was Hindi medium, and in one secondary school there was English medium. There was one secondary school, having Urdu as a medium of instruction up to standard X.

6) Out of these 225 secondary schools, only 99 schools had buildings of their own; 103 secondary schools had rented buildings and only 23 schools were run in rent free buildings.

7) The range of school area, of these 225 schools was between 100 square metres and 30,000 square metres.

8) In 22 secondary schools, there was no separate library for teachers; in the remaining schools these were separate libraries for teachers and students. The range of the books in teacher library was 6 to 1500 and that of students library was 184 to 7,000.

9) Out of 225 secondary schools, 23 secondary schools did not subscribe to a daily newspaper. The remaining 202 schools had paid for daily newspapers; ranging from 1 to 7. In 125 secondary schools, there was not a single weekly taken, and in the remaining schools the range was 1 to 7. Monthly magazines were taken in 129 secondary schools; others were lacking in it. Educational magazines and periodicals were not taken in 187 schools, in other secondary schools the range was 1 to 5.
10) In 60 secondary schools, there was a Teacher's co-operative society; in 14 secondary schools there was a provision of incidental funds, and in 19 secondary schools, there was a provision of students welfare fund, and in 21 secondary schools, there were other sources of economic aid.

11) Only in 8 secondary schools, the classes of higher secondary were attached to them. The total strength of these classes was 244. There was no single Higher Secondary School, having Commerce branch.

12) Out of 225 secondary schools, only 28 secondary schools had implemented 'School Complex' scheme. In the remaining schools, it was not implemented.

13) Only 18 secondary schools were the members of 'College School Complex' scheme.

1) School Surroundings-

In educational process the school surrounding plays an important role, so while considering the education, it is necessary to take notice of school surroundings.

1) Out of 225 secondary schools, only 102 schools had compound wall or compound to school surrounding. The remainings schools were lacking in it.
2) In 132 school's surrounding was calm and quiet and there were no disturbances in school working; in 66 schools it was to a large extent and in 18 secondary schools, it was to a little extent and in 9 secondary schools, there were always disturbances in the school working.

3) School surrounding of 66, 184, 47, 28 schools was, always clean, to large extent, clean to little extent clean and not clean, respectively.

4) Efforts of planting trees and gardening were always done in 119 schools; to a large extent done in 77 schools, to a little extent done in 20 schools and not done in 9 secondary schools.

5) There was a play ground, in school premises, in 167 secondary schools, and the remaining schools were lacking it.

6) Out of 225 secondary schools, only 176 schools have buildings which are built for schools only, and they are good.

7) The buildings of 169 schools are strong and permanent.

8) Around 129 secondary schools, there is space for additional construction.
9) Out of 225 secondary schools, 147 schools, were having sufficient number of rooms.

10) The buildings of 176 secondary schools, which are specially constructed were good in ventilation and light. But in the rented places and free of rent houses, this was not the case.

11) Repairs and paintings were periodically done in 94 schools, usually done in 71 schools, occasionally done in 39 schools and was not done in 21 secondary schools, by the respective authorities.

12) In 117 secondary schools, there was a provision of drinking water. In 100 schools the provision of water was made in summer only and in the remaining schools there was no provision of drinking water.

13) In only 53 secondary schools, there was a separate provision of toilet for girls, and it was not available in 187 secondary schools.

14) The facilities of latrines and urinals were available in 97 secondary schools; and in the remaining schools, there was no provision of sanitary facilities.

15) Only 132 secondary schools were having first-aid-boxes.
16) Only 83 secondary schools had the arrangement of recording the timing of the sun rise and the sun set, daily temperature, and rain, other schools were lacking in this respect.

17) There was a provision of black board, for writing daily news and the writing of good thoughts, in 203 secondary schools.

18) 'Study-room' facility was available in 137 secondary schools and in 88 secondary schools this facility was not available.

19) Only in 51 secondary schools, the apparatus, charts, and models were so kept, that all the students can take advantage of it. Such arrangements of the apparatus was done to a large extent and was done to a little extent in 90 and 82 schools respectively.

20) In 189 secondary schools, there was enough furniture for the pupils as well as, black boards, tables, chairs and cupboards. In 36 schools some of the items were lacking; these items were, generally, tables and chairs.

21) In the staff-room the following furniture was available in 150 secondary schools and the remaining 75 schools were lacking in tables, chairs and cupboards.
22) Only in 53 secondary schools, all sets of teaching aids, for various school-subjects, as per suggestions of the Board of Secondary Education, were available. The remaining schools were lacking aids at least of one of the subjects. 125 schools had enough apparatus for science; 130 schools had for Geography; 201 schools had for Maths, 102 schools had for Drawing 197 schools had for work experience, 126 schools had for physical education. Only 36 schools were having enough apparatus for Music, in 201 schools for social work, in 206 schools for scouting.

23) Out of 225 secondary schools, only 203 schools had separate libraries for teachers and students.

24) In the students library, there were, at least 5 books per student in 87 secondary schools; 4 books per student in 90 secondary schools, 3 books per student in 36 schools and the remaining 12 schools had got less than 3 books per student.

25) In the teachers library, there were at least 25 books per teacher, in 57 schools, 20 books per teacher, in 89 schools, 15 books per teacher in 68 schools and 11 schools had got less than 15 books per teacher.
26) Out of 225 secondary schools, only 38 secondary schools were having, play grounds gardens, Pot culture, Cycle Stands and land for agriculture. 125 schools were lacking in cycle stands and land for agriculture 62 schools were lacking in gardens.

27) A list of 23 rooms, necessary in a secondary school was listed in the questionnaire, there was not a single secondary school having all these rooms. In 198 secondary schools, there were no separate rooms for, Head master, office, library, Typists room, Auditorium, three separate laboratories, Gymkhana, Store room ladies room, supervisor, Geography, work experience, drawing and guest house. In the remaining schools there partly available.

28) Out of 225 secondary schools, 137 schools had provision of electricity in the school buildings.

29) Osmanabad district is not covered by any Television station. Except Television all following Audio-Visual aids were available in 35 secondary schools. Radio sets were available in 198 schools. Tape-recorders in 97 schools, loud-speaker sets in 78 schools; Epi-diascopes in 52 schools, Film-projectors in 35 schools, Film strip projectors in 42 schools and Record player sets were available in 40 secondary schools.

30) 121 secondary schools had 'Book Bank'.
31) Teachers' advice was taken, while purchasing the
library books, in 211 secondary schools.

32) Classification of books in the libraries was
done in 188 secondary schools.

33) Classification of science-apparatus, according
to various branches, was done in 186 schools.

34) The apparatus of physical Education was classified
and was kept, accordingly in 148 secondary
schools, in the remaining schools this was not
the case.

35) All the teaching aids, essential for teaching of
Social studied, were available, to large extent
available, to little extent available and not
available in 46, 102, 37 and 30 schools respectively.

2. School Administration:

It is necessary to consider the school administration
by the virtue of which the routine of the school can be
understood.

1) Out of 225 secondary schools, only 165 schools were
having sufficient number of teachers in proportion
to the students strength. The remaining 60 schools
were short of teachers.

2) In 212 secondary schools, the office staff was
according to the rules.

3) In 195 schools the number of IV class servants were
according to the rules, it was short in the remaining schools.

4) In all the 225 secondary schools the following facilities were given regularly and according to the rules to the servants (1) Leave (2) Annual increment and (3) confirmation in service.

5) In 201 secondary schools, teachers were given chances to increase their educational qualifications.

6) Teachers of 205 schools followed the rules, while taking private classes. The teachers from the remaining schools did not follow the rules, strictly.

7) Various circulars of the department were shown to the concerned teachers, in 216 schools and not shown in 9 schools.

8) The implementation of the curriculum was always done in 183 schools, to a large extent it was done in 42 secondary schools.

9) The list of 32 registers was given in the questionnaire. Generally, all the schools were lacking in, Development register, Fund register of medical examination of the students, and Donation account register. The remaining registers were kept in order in all the schools.

10) In 163 schools, the Headmasters had checked the accounts per month regularly; in the remaining schools Headmasters had checked the accounts periodically and not monthly.
11) According to the Departmental rules, the school time-table, for the new year, was prepared at the time of opening of school, in 196 secondary schools. It was prepared afterwards in the remaining schools.

12) Two continuous periods were arranged for the subjects needing them in 150 secondary schools; to a large extent the arrangement was done in 57 schools, to little extent this was done in 14 schools, and no such provision was made in 4 secondary schools.

13) The distribution of the subjects and standards was done, taking into consideration, the ability and qualifications of the teachers in 175 schools. It was not done in the remaining schools.

14) In the leave period of teachers, the substitute arrangements were always made in 213 secondary schools and to a large extent it was made in the remaining schools.

15) The facility of supervised study was available in 83 schools and it was available to large extent in 97 schools and supervised study facility was not available in 45 schools.

16) In 190 secondary schools, there were class-wise and teachers-wise time tables; the remaining schools had only one time table, out of these two time tables.

17) There were class-wise time tables in each class, in all the secondary schools.
18) There was a time table of Home work for each class in 135 secondary schools and not so in 90 schools.

19) In 190 secondary schools, the Educational broadcasts were made available at all the time. In the remaining schools major programmes were made available.

20) The meetings of subject committees were regularly organised in 72 schools, to a large extent meetings were organised in 95 schools, to a little extent, these were organised in 35 schools and meetings were not organised in 23 schools.

21) All the students from 99 schools regularly wore the uniform, to a large extent uniform was wore by the students of 78 schools and students from 48 schools wore the uniform frequently.

3. Educational Progress:

   In educational survey, the educational survey of students is the most important. Education at a particular place, can be judged by considering educational progress.

   It is now proposed to assess the educational progress of secondary schools in Osmanabad district.

   A) Learning:

   In educational progress, the learning process is the most important. As now a days 'Child centred' method is accepted in education, importance must be given to the students' activities.
1) Students from 106 schools had regularly attended the schools; to a large extent, students from 107 schools had attended the schools regularly; and students from 12 schools were not regular.

2) Students from 55 schools, 126 schools, 31 schools and from 3 schools had completed the allotted study regularly, to a large extent regularly, to a little extent regularly, and irregularly, respectively.

3) Students responded, to asked questions in the class-room, always, to a large extent, to little extent, and rarely in 36, 139, 29 and 21 schools respectively.

4) Brilliant students from 36 schools had helped retarded students in study, regularly; while to a large extent, from 86 schools and to a little extent the brilliant students from the remaining schools had helped the retarded ones.

5) Students from 82, 108, 24, 12 schools had completed their home work, regularly, to a large extent regularly, to a little extent regularly, and did not complete regularly, respectively.

6) After assessment of home work the students from 62, 102, 42, 19 schools had made corrections, as suggested by the teachers regularly, to a large extent, to little extent and never respectively.

7) Students from 90, 110, 12, 13, schools had helped the
teachers in performing science experiments, always, to a large extent, to a little extent and never respectively.

8) All science experiments had been completed by the students of 94 schools, to large extent by the students of 100 schools, to a little extent by the students of 18 schools and not performed by students of 13 schools.

9) In creating teaching aids, students from 33, 77, 78, 37 schools had participated always, to a large extent, to a little extent, rarely respectively.

10) In activities such as thought telling, news telling, story telling; students from 60, 88, 53, 24 schools had taken active part, regularly, to a large extent, to a little extent, and rarely respectively.

11) Students from 21 schools had published a periodical or a poster regularly, from 37 schools, they had published a periodical at major time, occasionally from 52 schools students had published and from the remaining schools, they had not published any periodical or poster.

12) Regularly, to a large extent, occasionally, the students from 63, 96, 48 schools took part in various competitions, such as Hand writing, Debating, Essay writing, Drawing and Mathematics respectively. The students from 18 schools had not participated in competitions.
13) In creation of various museums in schools, the students took active part from 21 schools regularly; to a large extent from 56 schools to a little extent from 70 schools. Students from 78 schools did not participate in creation of museums.

14) Students from 117 schools had regularly attended the tests and examinations; from 69 schools they had attended to a large extent, to a little extent by students from 49 schools.

15) The students from 50 schools had tried to correct the mistakes, found in tests and examinations. To a large extent students from 124 schools had tried it, to a little extent, it had been tried by the students from 51 schools.

B) Teaching:

In the educational process the teacher is the important person, while teaching he communicates experiences to the students, which enrich and nourish the minds of the students.

1) Annual planning of teaching of subjects was done by the teachers in 152 schools; regularly in the remaining schools it was done to a large extent.

2) Unit planning system was implemented by the teachers from 119 schools regularly, to a large extent from 74 schools, while to a little extent from 26 schools. The teachers from 6 schools did not implement this method.
3) The teachers from 103 schools, had used the teaching aids regularly, they had used to large extent from 98 schools and they had used teaching aids frequently from 24 schools, while teaching.

4) The teachers from 95, 96, 34 schools had followed new techniques of teaching, always, to a large extent and to little extent respectively.

5) More attention was paid towards retarded students regularly by the teachers in 92 schools, to a large extent by the teachers in 98 schools, while to a little extent by the teachers in 35 schools.

6) Brilliant, students were encouraged regularly by teachers of 106 schools, while in the remaining schools students were encouraged to a large extent by the teachers.

7) While teaching, learning experiences were given, according to the subjects, regularly in 78 schools, to large extent in 109 schools, while to a little extent in the remaining schools.

8) Various projects were taken, for teaching, in 38 schools regularly, to large extent in 101 schools, to a little extent in 72 schools and projects were not taken in the remaining schools.

9) Tutorials were given, regularly, to large extent, to a little extent and never in 118, 36, 16, 5 schools respectively in the class-rooms.
10) Home work was assigned regularly in 145 schools, to a large extent in 77 schools and sometimes in three schools.

11) In 109, 83, 33 schools, the mistakes found in Home work, were shown to students, and plans for correction were implemented, regularly, to a large extent and some times respectively.

12) Science experiments were shown, always in 137 schools, to a large extent in 77 schools and to a little extent in the remaining schools.

13) Research projects were undertaken and educational researches were done regularly in 35 schools, to a large extent in 59 schools, sometimes in 69 schools, and never in 62 schools for improvement of education.

14) Science experiments were performed by the students of 113 schools regularly, to a large extent by students of 85 schools and to a little extent these were performed by the students of 27 schools.

C) Training:

Training of the teacher is essential in Education. Training increases the teaching ability and develops a scientific attitude in the teachers.

1) In Osmanabad district, there were 3959 teachers serving in secondary schools. Classification of these teachers was as 3503 male teachers and 454 female teachers. In 225 secondary the total number of temporary teachers was 383.
2) In all the 246 secondary schools, there were 3152 trained male teachers and 391 female teachers. The number of untrained male and female teachers was 356 and 63 respectively. The figure of trained teachers includes 89 teachers, who had obtained Master of Education degree. The number, of, Master of Arts degree holder, teachers was 38. There were 7 teachers who had got Master of Commerce degree.

In all these 225 secondary schools, only five teachers had completed Career Master's course. Out of these 225 schools, there was a laboratory assistant each in only four schools.

4) The percentage of science graduate teachers to the total number of teachers, teaching to the standard VII to X, in 225 secondary schools was in following range:

<table>
<thead>
<tr>
<th>Serial Number</th>
<th>Range</th>
<th>Number of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>33% and above</td>
<td>113</td>
</tr>
<tr>
<td>2.</td>
<td>Between 25% and 32%</td>
<td>53</td>
</tr>
<tr>
<td>3.</td>
<td>Between 15% and 24%</td>
<td>51</td>
</tr>
<tr>
<td>4.</td>
<td>Below 15%</td>
<td>8</td>
</tr>
</tbody>
</table>
From the above table it is clear that 166 schools were having the percentage more than 24\%. The remaining 59 schools were having less percentage than 24\% of science graduate teachers to total number of teachers.

5) Out of 225 secondary schools, in 102 schools there was at least one teacher who had completed post-graduation in some subject.

6) There were trained teachers, drawing and agriculture subjects in 106 schools; for work experience in 167 schools; for music in only 16 schools, the remaining 119, 58, 109 schools were lacking in teachers of the subjects, respectively.

7) The classification of schools, according to the number of teachers, who had received in service training and orientation, was as follows. This training includes the training given for more than six days. The subjects were Science, Mathematics and English.

<p>| TABLE NO. 6(4) |
| Classification of the schools, according to the number of teachers, who had received in service training. |</p>
<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of schools.</th>
<th>Number of schools.</th>
<th>Number of schools.</th>
<th>Number of schools.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>90</td>
<td>51</td>
<td>41</td>
<td>43</td>
</tr>
<tr>
<td>Science</td>
<td>79</td>
<td>39</td>
<td>41</td>
<td>66</td>
</tr>
<tr>
<td>English</td>
<td>44</td>
<td>41</td>
<td>42</td>
<td>88</td>
</tr>
</tbody>
</table>
From the above table it is clear that, all concerned teachers from 90, 79, 44 schools had received the inservice training and orientation in Mathematics, Science and English respectively, the remaining schools were lacking in inservice trained teachers. The number of schools having trained teachers in English was very small 44. In 135, 146, 181 schools majority of concerned teachers had not received inservice training in English, Science and Mathematics respectively.

8) Only from the 71 schools concerned subject teachers were members of subject teacher association.

9) Head masters of 118 schools had actively participated in co-curricular activities; 68 Headmasters had participated to large extent, to little extent 19 Headmasters had participated while 20 Headmasters did not participate in co-curricular activities.

10) The number of lessons, in the following range, taken by the Headmaster or Supervisor, for the guidance of the teachers, was as under.

<table>
<thead>
<tr>
<th>Serial Number</th>
<th>Range</th>
<th>Number of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>5 lessons</td>
<td>66</td>
</tr>
<tr>
<td>2.</td>
<td>4 lessons</td>
<td>89</td>
</tr>
<tr>
<td>3.</td>
<td>3 lessons</td>
<td>34</td>
</tr>
<tr>
<td>4.</td>
<td>less than 3 lessons</td>
<td>36</td>
</tr>
</tbody>
</table>
From the above table it is clear that only in 155 schools, more than 3 lessons were arranged for the guidance of teachers.

11) The number of lessons observed per teacher, in secondary schools by the Head Masters or supervisors can be classified as under:

**TABLE NO.6(6)**

CLASSIFICATION OF SCHOOLS, ACCORDING TO THE NUMBER OF LESSONS OBSERVED PER TEACHER.

<table>
<thead>
<tr>
<th>Serial Number</th>
<th>Range Lessons per teacher</th>
<th>Number of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>5 lessons</td>
<td>62</td>
</tr>
<tr>
<td>2.</td>
<td>4 lessons</td>
<td>84</td>
</tr>
<tr>
<td>3.</td>
<td>3 lessons</td>
<td>43</td>
</tr>
<tr>
<td>4.</td>
<td>Less than 3 lessons</td>
<td>26</td>
</tr>
</tbody>
</table>

It is clear than in 146 schools more than four lessons, per teacher, were observed and entered in the log-book by the Head Master or supervisor.

12) Head Masters from 60 schools had always discussed with teachers, their academic work. To a large extent discussion was made by 86 Head masters and to a little extent, it was made by 43 Headmasters. 26 Head masters did not discuss the subject with the teachers.

13) The problems of the schools were discussed in the academic councils of the schools regularly in 126
schools, to large extent in 86 schools, while to a little extent in 13 schools.

14) Head masters of 130 schools, had always used the pre-planned, evaluation-aids, while observing the teaching of the teachers. To a large extent it was used by 80 Head masters and rarely used by 15 head masters.

15) Some powers of the head masters, were delegated on the Supervisor, always, to large extent to little extent and never by 46, 82, 90 and 7 Head masters respectively.

16) Guidance was, always given to the students creating problems in study and school discipline in 201 schools and it was given to large extent in the remaining schools.

D) Use of apparatus and Library-

Library is the soul of the school; and is an integral part of education. It is essential to study the library facilities available in the schools.

1) Library

1) The students had taken books, other than text-books, for reading at home, from the library, regularly to large extent, to some extent and never from 74, 90, 45 16 schools respectively.

2) The sets of the books, for supplementary readings, were supplied to each class in 59 schools; to a large extent sets of books were supplied - in 64 schools; and frequently in the remaining schools.
3) Students from the 130 schools read the newspapers and periodicals in the long recess.

4) In the library of 147 schools, there was a separate time table for issuing and returning of the books; in the remaining schools there was no separate time table.

5) In 178 schools, newspapers and periodicals, were available to the students and teachers regularly. In the remaining schools the availability varied to a large extent.

6) The notes from the books were always taken by the students of 9 schools; to a large extent by the students of 88 and students from the remaining schools never took the notes from the books they read.

2) Apparatus

7) Enough sets of apparatus were supplied to students, for conducting science experiments, regularly to large extent, to little extent, and never in 61, 87, 58, 19 schools respectively.

8) In periods of physical education, apparatus was regularly used in 83 schools; apparatus was used in most of the physical education periods in 78 schools and rarely used in 46 schools and was never used in 18 schools.

9) The teachers from 93 schools had shown the demonstrations of various items, in physical education regularly; from 83 schools to large extent, from 32 schools to little extent and never in 17 schools.
10) The physical education apparatus was made available according to the need, after school hours, to the students regularly, to large extent, to little extent, and never in 72, 72, 52, 29 schools respectively.

11) The planning of teaching, physical education, was done, by considering the available apparatus in 71 schools to a large extent in 88 schools, occasionally in 66 schools.

12) Equipment was used in teaching of social sciences regularly in 69 schools to a large extent in 99 schools and to a little extent in 35 schools.

13) Apparatus for teaching of drawing was supplied according to the need, regularly, to large extent and to little extent; in 68, 49, 71 schools and not supplied in 37 schools.

14) In 51 schools, students were encouraged and necessary apparatus was supplied for appearing at the various drawing examinations, in 70 schools this was done to large extent; in the remaining schools this was done to a little extent.

15) Various teaching aids were used, while teaching Mathematics, in 68, 116 and 34 schools, regularly to large extent and occasionally respectively. Teaching aids were not used in 7 schools.

16) Under the guidance of teachers of various subjects, teaching aids were prepared by the students regularly in 28 schools, to a large extent in 85 schools, occasionally in 72 schools and never in 40 schools;
E) Evaluation

It is necessary to evaluate the product of education. It is helpful in finding the progress made in the process of education and by the help of evaluation, the change and improvement in methods of teaching can be arranged. It is but essential to find out the fruits of efforts.

1) Results of the annual examinations, of all standards below standard X were as under.

Table No.6(7)

Classification of secondary schools, according to the percentage of results, below standard X.

<table>
<thead>
<tr>
<th>Serial Number</th>
<th>Average percentage of students passing in all standards below standard</th>
<th>Number of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Average 80% and above</td>
<td>180</td>
</tr>
<tr>
<td>2.</td>
<td>Between 60% and 79%</td>
<td>40</td>
</tr>
<tr>
<td>3.</td>
<td>Between 40% and 59%</td>
<td>05</td>
</tr>
<tr>
<td>4.</td>
<td>Less than 40%</td>
<td>Nil</td>
</tr>
</tbody>
</table>

From the above table it is clear that 180 secondary schools, out of 225, had average percentage of students passing in all standards below standard X, 80% and above. There was no single school having less than 40% result.
2) The result of secondary school certificate examination of Osmanabad district, was 31.95%. The total number of students who appeared at the secondary school examination, in March 1977, was 10015 out of which 3200 were successful. The result of 13 students was reserved. The classification of schools according to percentage of results of the secondary school certificate examination is as follows.

Table No. 6 (8)

Classification of secondary schools, according to the secondary school certificate examination result

<table>
<thead>
<tr>
<th>Serial Number</th>
<th>Range</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>60% and above</td>
<td>19</td>
</tr>
<tr>
<td>2.</td>
<td>Between 40% and 59%</td>
<td>81</td>
</tr>
<tr>
<td>3.</td>
<td>Between 21% and 39%</td>
<td>64</td>
</tr>
<tr>
<td>4.</td>
<td>Below 20%</td>
<td>61</td>
</tr>
</tbody>
</table>

It is clear that out of 225 schools, 100 schools had the result above 40% and the remaining 125 schools had result below 40%. There were two secondary schools, from which no student passed the examination. Only 19 secondary schools had result above 60%. It can be concluded that in Secondary School Certificate Examination, performance of the student of 206 schools was not satisfactory.
3. Blue prints were prepared for the planning of tests, in 68, 72, 53, 32 schools, for all the tests; to a large extent of tests, to a little extent of tests and not prepared respectively.

4. Blue prints were prepared for every examination in 71 schools, to large extent of examinations in 78 schools, to a little extent of examinations in 43 schools and not for any examination in 33 schools.

5. In the question papers, the questions were set in the following proportion, objective type 20%, short answers 60% essay type 20%, always in 147 schools, to large extent in 49 schools, to a little extent in 16 schools and this proportion was not followed by 13 schools.

6. A scheme of marking was followed, while evaluating answer books, regularly in 149 schools, to a large extent in 56 schools, to a little extent in 18 schools, and not followed in 2 schools.

7. Internal assessment was done, according to the norms, regularly in 132 schools, to large extent in 73 schools, frequently in 20 schools.

8. The progress reports of the students, of 114 schools were sent to their guardians every month; they were not sent by the remaining schools.
9. In the progress books of 170 schools, the rules of examinations, rules of behaviour in the school, daily attendance and marks obtained were included.

10. For the progress of students guardians were approached by 82 schools, 103 schools, 22 schools, regularly, to a large extent, to a little extent respectively. The remaining 18 schools do not had such an approach.

11. There was a provision of medical check-up of the students of 107 secondary schools.

12. The defects found in the medical check-up, were communicated to guardians and proper implementation was done by 82 schools, out of 107 schools.

13. Vocational guidance was given, with the help of career Master regularly in 20 schools; to a large extent in 29 schools, and not given in 170 schools.

14. The changes in teaching were done by considering the conclusions from various tests in 58 schools to a large extent in 86 schools and to a little extent in the remaining schools.

15. There was a separate provision of guidance for advanced and retarded students in study, in 42, 76, 64 respectively always, to a large extent, to little extent respectively. No such provision was available in 37 schools.
16. Guidance and encouragement were given for appearing at various competitive examinations, to students in 73 schools, while 82 schools did so to a large extent, and the remaining schools did so to a little extent.

F) Co-curricular activities

Co-curricular activities are a part and parcel of school education. These activities help to vitalise the aims of education. Now it is proposed to study the co-curricular activities, conducted in these schools.

1. In the questionnaire a list of 16 games were given. The following is the classification of schools according to the number of games conducted.

<table>
<thead>
<tr>
<th>Serial Number</th>
<th>Number of games organised</th>
<th>Number of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Between 12 and 16 games</td>
<td>18</td>
</tr>
<tr>
<td>2.</td>
<td>Between 8 and 11 games</td>
<td>102</td>
</tr>
<tr>
<td>3.</td>
<td>Between 4 and 7 games</td>
<td>85</td>
</tr>
<tr>
<td>4.</td>
<td>Less than 3 games</td>
<td>20</td>
</tr>
</tbody>
</table>

From the above table it is clear that only in 120 schools 8 and more than 8 games were conducted. The remaining 105 schools conducted games; less than 8 games.
2) A list of 22 Co-curricular activities was given in the questionnaire. The classification of the schools, according to the activities conducted is as follows.

**Table No. 6(10)**

The classification of the secondary schools, according to the activities conducted.

<table>
<thead>
<tr>
<th>Serial Number</th>
<th>Range of activities</th>
<th>Number of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>16 activities and above</td>
<td>27</td>
</tr>
<tr>
<td>2.</td>
<td>Between 11 and 15 activities</td>
<td>104</td>
</tr>
<tr>
<td>3.</td>
<td>Between 10 and 5 activities</td>
<td>79</td>
</tr>
<tr>
<td>4.</td>
<td>Less than 5 activities</td>
<td>15</td>
</tr>
</tbody>
</table>

From the above table it is clear that 11 or more activities were conducted in 131 schools, and less than five activities were conducted in 15 secondary schools.

3) The annual planning of co-curricular activities was done in 165 secondary schools.

4) In 110 schools every co-curricular activity was entrusted to a proper teacher always, to a large extent it was entrusted in 27 schools, and in the remaining schools it was entrusted to a little extent.
5) In 52 schools every activity was entrusted to a student representative, to a large extent it was done so in 85 schools, to little extent it was done in 55 schools and not entrusted to students in 13 schools.

6) Detailed planning of each activity was done with the help of students, regularly, to a large extent to little extent and never in 44, 85, 47, 48 schools respectively.

7) The students were always encouraged to participate in various activities, in 76 schools, to a large extent it was done in 23 schools and not encouraged in 23 schools.

8) The follow-up work was done, after each activity in 19 schools, it was done after majority of the activities in 82 schools, it was done after some activities in 60 schools and not done in 64 schools.

9) House system was always followed in 49 schools, to a large extent, it was followed in 59 schools, to a little extent it was used in 49 schools and not used in 64 schools.

4) **Supervision**

   In school life, supervision is an unavoidable factor. School progress depends upon the supervision. To achieve at least minimum achievements and to run schools on proper lines good supervision is necessary. It is now proposed to study the supervision in the secondary schools in Osmanabad district.
1) In 94 schools, the planning of the supervision was done by the Head Masters regularly; in 82 schools, it was done to a large extent; partly in 30 schools, and not done in the remaining schools.

2) In 210 schools, suggestions of the teachers were considered while planning the school activities. These were not considered in 15 schools.

3) Head masters or supervisors took a review of Home work, assessed by teachers, regularly in 97 schools; mostly in 90 schools, partly in 23 schools, and rarely in the remaining schools.

4) The follow up of supervision was regularly made in 89 schools, to a large extent in 93 schools and partly in 43 schools.

5) Office work in the schools was supervised regularly by 157 Head masters and to larger extent by the remaining Head Masters.

6) Maintenance of (1) The school building (2) Teaching aids (3) and furniture received the attention of the Head Masters of 121 schools regularly, mostly by 82 Head Masters, and some times by the remaining Head Masters.

7) Head masters of 144 schools were prompt in the conduct and follow-up of the various tests regularly. Head masters of 60 schools did so to a large extent, to a little extent it was done by 21 Head Masters.
8) Special instructions were given to the subject teachers for giving guidance to the retarded students in study, regularly by 114 Head masters to a large extent by 83 Head masters and to a little extent by the remaining Head masters.

9) School discipline was implemented, on democratic principles regularly in 127 schools, to a large extent in 64 schools and to a little extent in the remaining schools.

10) The Head masters supervised co-curricular activities in 188 schools and it was not done in 37 schools.

11) Regularly, meetings of Head masters, Supervisors and teachers were organised in 137 schools to a large extent in 62 schools, to a little extent in 24 schools and never organised in two schools.

12) The teaching of the teachers was observed regularly, by the Head masters in 124 schools who gave written instructions to the teachers, in the remaining schools, this was often done.

5) The school and the society-

Schools are originated from the needs of the society. So it is essential to consider the relations between the school and the society.

1) Out of 225 schools, 139 secondary schools had parent-Teachers Associations.
2) Students were encouraged, for participation in social activities regularly in 84 schools, mostly in 98 schools, frequently in 39 schools and were not encouraged in four schools.

3) Donations in cash or kind were received by 28 schools regularly. Occasionally by 37 secondary schools, scarcely by 46 schools and never by 114 schools.

4) School buildings and school surroundings of 43 secondary schools were used regularly for social education, occasionally of 54 schools, rarely of 68 schools and not used at all in respect of 60 schools.

5) Adult education classes were organised with the collaboration of teachers and students regularly in 17 secondary schools, mostly in 33 schools rarely in 57 schools and not organised in 118 schools.

6) Follow-up work of Adult education was done, with the help of teachers and students, of 12 schools, mostly of 48 schools, frequently of 44 schools and not done in 120 schools.

7) Co-operation was given, regularly by 75 schools, in organising various competitions, games and functions, at local level, regularly; mostly by 83 schools; frequently by 48 schools and it was not given by 19 schools.

8) In all school activities, co-operation of neighbouring schools was available to 180 schools. It was not available to that extent in to 45 schools.
9) Survey of students was done for studying their social and cultural background in 175 schools. No such survey was made in 50 schools.

10) Economical survey of students was done by 193 schools, the remaining 32 schools had not done the survey.

11) Local social survey done by 114 schools and was not done by 111 schools.

12) Libraries of 27 schools, remained open for the local residents after school hours, regularly; to a large extent of 54 schools, to a little extent of 39 schools. Libraries of 95 schools were not open to the public.

13) The teachers from 74, 90, 45, 16 schools had visited the homes of students to meet guardians regularly, several times, some times and never respectively.

14) The material available with the local society was used in daily teaching in 45, 48, 73, 54, schools regularly, to a large extent, to a little extent and never respectively.

15) In daily teaching local co-operation of well informed persons of the local society was regularly sought in 29 secondary schools; most of the in 70 schools, frequently in 72 schools and never in 74 schools.

16) The classification of the secondary schools, according to the grades obtained is as under.
From the above table it is clear that there was a single school having 'D' grade. Majority of the secondary schools had secured B and C grades. There were only 33 schools having 'A' grade.

If the result of secondary school certificate examination and the grades obtained are considered, it is seen that 155 schools had secured 'A' & 'B' grade; but in the case of result of standard X, only 100 schools had result more than 40%. It is seen that the progress of students of the remaining 125 schools at this examination was not satisfactory.

It can be concluded that, due to over estimation many higher grades on schools had obtained / the basis of self-evaluation / higher-grades, it is necessary to train the Head masters, for / it is also necessary to reconstruct some responding to the questionnaire / items of questionnaire, so as to make it more valid.
Higher Secondary Schools:—

Since long, many commissions had recommended, Junior Colleges. For the first time the Calcutta University Commission of 1917 made many recommendations among which some were as follow.

1) The dividing line between the University and Secondary Courses may properly be drawn at the Intermediate examination than at the Matriculation.

2) Government should therefore, create a new type of institutions called the intermediate colleges which would provide instruction in Arts, Science, Medicine, Engineering, Teaching etc. These colleges might either be run as independent institutions or might be attached to selected high schools.

3) The admission test for Universities should be passing of the Intermediate Examination.

4) A Board of Secondary and Intermediate Education consisting of the representatives of Government, University, High Schools, and Intermediate colleges to be established and entrusted with the administration and control of secondary education. 12

So from above recommendations, it can be understood that, for the first time a commission had recommended the attachment of Intermediate classes to the high schools and the setting up of a Board of Education to control High School and Intermediate Educations.

The importance of Higher Secondary or Intermediate College was again stressed by University Education Commission of 1948. The Commission recommended that the standard of admission to University courses should correspond to that of present Intermediate examination i.e. after 12 years of the study at school and Intermediate College. The Commission thought it unfortunate that neither the public nor the Government had realised the importance of Intermediate Colleges in the Indian educational system and remarked that, "Our Secondary Education remains the weakest link in our educational machinery and needs urgent reforms."

The problem came up for consideration once again when the secondary education commission submitted its report (1952). This commission made a strong recommendation for higher secondary schools.

The entire position was reviewed once again by Education Commission (1964-66). This commission examined the situation from all points of view and came to conclusion that, on sound academic considerations, it would be highly desirable to adopt the uniform pattern of 10 + 2 + 3. The commission was also definitely of the view that the school stage should consist of 12 years (10+2) and that every effort should be made to vocationalize the Higher Secondary Stage so that, ultimately 50% of the enrolments at this stage would be in the vocational courses.

Education Commission (1964-1966) had made many recommendations, some were as follows.

1) The higher secondary stage should be extended to cover a period of two years and should be located exclusively in the schools.

2) Provision should also be made from the very outset for the introduction of different types of vocational courses at the higher secondary stage, varying in duration from one to three years, which would prepare young persons for employment.

In Maharashtra State the new pattern of education 10+2+3 is being implemented from the year 1972; in standard VIII. This Higher Secondary Stage is an integral part of this pattern. The students of the age group of 16-18 usually study at this stage. In the year 1975-76 the junior colleges or Higher Secondary Schools came into existence the first examination.

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for Higher Secondary School Certificate was conducted in March 1977. This is the last stage of school education, as after this education, the students get a direction to life.

Importance of Higher Secondary Schools:

All the students getting secondary education are not fit to receive higher education. Many students career is spoiled for want of proper guidance. There is a need of proper guidance with a view to find out the aptitude of the students.

This need is well expressed by University Education Commission 1948-49; "While we believe that every boy or girl of promise and capacity should have the right to go to an intermediate college and a University if he or she so desires, we cannot look with equanimity upon the present situation in which a large number of students who are obviously unfit for higher education enter the universities and swell the percentage of failures at the intermediate and the first degree examinations. It is likely that many of these unfortunate failures have abilities of a different kind and would fare better if they worked with their hands and fingers. They would succeed much better in life, if they took to an occupation requiring craftsmanship after ten or twelve years of schooling." 15

To overcome above defects this education commission 1964-66 recommended 10 + 2 + 3 pattern. And in stating the importance of this pattern, it is stated that "This pattern would make it possible to vocationalize the secondary stage of education so as to divert students in to different walks

of the life at the end of secondary school and thus reduce pressure on university admissions. It also felt that the lengthening of the undergraduate course to three years, preceded by an intensive preparation at the earlier stage of two years would result in a considerable improvement of standards in higher education."

The advantages of this Higher Secondary Schools are as follows:

1. The school stage will be strengthened and its standards will improve because of its lengthening to twelve years and because of the inclusion, within it, of intermediate stage which will bring in better teachers and better facilities.

2. The two-year higher secondary stage will have several advantages. It will enable us to control expansion to some extent because an element of selective admission can be introduced at this point. The students will be mature enough, when they enter class XI to make tentative decision about their future career and to embark upon some programmes of pre-specializations. It will enable the school to prepare their gifted students intensively for the university and also to provide remedial action for any short-comings arising from weaknesses in earlier education. Above all, it will be possible to vocationalise this stage intensively so that a fair proportion of students (ultimately as large as 50 percent) can be diverted into different walks of life, thus reducing the pressures on university admissions. An important and necessary innovation
at this stage would be to provide for transfer of credits to a student who may desire to change from one stream to another.

3. The standards in higher education will also improve as the students going into the university stream will now be better prepared and more matured.

4. The three-year degree course would be a definite improvement on the existing two-year course for the first degree. With this longer duration it will be possible to meet the demands of specialization as well as of a broad based general and interdisciplinary education and to make adequate provision for practical experience, field work and project-oriented studies. The introduction of problem-oriented interdisciplinary courses at the Master's degree level would also be greatly facilitated with adoption of 10+2+3 formula.

Aims and objectives of Higher Secondary Schools.

The main objectives of higher secondary schools are as follows:

1. To provide vocational education to majority of students and thus to provide means of earning to them.

2. To reduce the pressures on university education.

3. To prepare the intelligent students for university education.

Higher Secondary Schools in Osmanabad District.

In Osmanabad district, there were 8 Higher Secondary Schools attached to High-Schools. Out of these 3 Higher schools were conducted by Zilla Parishad and the remaining 5 were run by non-government managements.

There were 42 colleges having the junior college or Higher Secondary classes attached to them. The bifurcation of these 42 higher secondary classes is as follows:

**TABLE NO. 6(12)**

**TABLE SHOWING THE FACULTYWISE COLLEGES AND HIGHER SECONDARY SCHOOLS**

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<td></td>
<td><strong>42</strong></td>
<td><strong>8</strong></td>
<td><strong>50</strong></td>
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</table>

In some colleges there were two divisions of Higher Secondary Classes while in some the number was only one.

Only two Higher Secondary Schools were having technical branches and others were having Miscellaneous branches.

Thus the total number of institutions having Higher Secondary Classes was 50.
Summary of interviews.

The interviewer had taken interviews of 75 persons and discussed many problems pertaining to secondary education with them. The questions asked in interviews are given in Appendix 'B'. The persons interviewed include, Education Officers, Deputy Education Officers, Education Inspectors, Head Masters of Secondary Schools; Secondary School Teachers, Members of non-government educational managements, Educationists, Principals and Professors of Colleges and persons concerned with education.

The summary of interviews and problems discussed as follows.

1. There was a controversy of opinions between secondary teachers and managers of non-government educational institutes. The points of controversy were as follows.

   On the above points 90% of Secondary teachers said that due to monthly payment of salary through Bank they were well settled. Some teachers felt that the standard of secondary education is lowered due to the policies and practices of the managements. In appointments, not higher qualifications but relations or donations are given more importance. These teachers, however, agreed that some teachers did not work whole heartedly, but these teachers had close affinity with the managements.
The teachers demanded that secondary education should be taken away from these managements. All appointments and promotions should be based on the qualifications and abilities of the teachers. There must be freedom to the teachers while teaching in the class. Supervision should not be oppressive, it should be Democratic and sympathetic. All the Headmasters disturbed the teachers, while they are teaching the classes. They did not give guidance to the teachers. The distribution of subjects and other school activities was not done according to the ability and qualifications of the teachers. In their opinion, the managements did not give justice to the teachers. Hence the teachers had to resort to strikes, which they did not like, still they could not avoid them, as the managements did not take notice of in-justice.

The main cause of lowering the standard of education was defective planning of school work in many secondary schools. The Headmasters did not allow the teachers to improve their qualifications, this opinion was given by 60% teachers.

The Zilla Parishad Secondary school teachers had other difficulties. Many times the required subject teachers were not appointed or transferred to other schools so the schools had to suffer in those subjects. This was the case especially for Science, Mathematics and English teachers. Transfers were not made at the proper time. So schools and teachers were suffering from the transfer. These teachers also suffered from defective Planning of school work.
The managements of non-government institutes said that, due to payment of salary through Banks and stability to teachers, they were not working properly. The teachers, they were not working properly. The teachers did not obey the orders of the Head Masters. They did not use teaching aids and new methods of teaching. Many teachers did not read Daily newspapers also. They were mostly interested in taking private tuitions. Many teachers came to school un-prepared. Teachers were mainly responsible for lowering educational standard, powers of Headmasters, and managements need to be increased. More power should be given to managements. Stability and regular payment were essential said 60% Head masters, but it does not mean negligence of the work, Many teachers engaged the classes but did not teach. Many teachers gave more marks to the students, who attended their private tuitions. After expenditure of so much amount on the secondary education, what is the gain? Out of 100 boys only 31 boys pass the secondary school certificate examination. What about the remaining 69 boys? These boys were unable to secure 35% of marks in each subject. It can be interpreted that teaching of the teachers is not up to the standard of 35% also. Education Officers said that, teachers and Headmasters were not working properly. There were 61 schools whose, results of standard X were below 20%. This shows the efficiency of teachers and Headmasters. 50% of these officers said that these schools were not serve any educational purpose.

But the teachers and managements agreed that the standard of secondary education should be raised.
to all subject teachers must be given regularly. Protection to the lady teachers was highest important need.

2. All persons agreed with the statement that there was a need of hard work for increasing the standard of Education. For Economic Backword concession false attendance of students was shown in catalogue. So these students remained backward; and thus increased the number of failures. 80% persons said that, the teaching of the science, Mathematics subjects was not done properly in the rural areas. So these students fail at the secondary school certificate examinations. For increasing the standard of education, supervision must be standard. Headmasters, head to pay more attention towards schoolwork. This opinion was given by 80% persons. Schools must be well equipped, with apparatus and teaching aids. Headmasters must give more rights so as they can control the teaching aids. Headmasters must give more rights so as they can control the teaching and learning. This curriculum must be strictly administered in the schools. One principals had given the opinion that, there must be faith in the educational system. In teachers, Headmasters, and parents, it is lacking now. So students neglect the school and study. No one is taking the notice of this negligence. All persons working in the educational field are apathetic to education. They have no faith in education, and hence are not hard working. So the standard is lowering.

When secondary school certificate examination result is considered there were 61 schools having less
than 20% results. Two of these had zero percent result.

One principal and Education officer said that in all schools especially in the above 61 schools, the scheme of appointment of teacher advisors should be introduced. Teachers of the school will look after all the problems of at least 5 boys. He will work as a gardian of these 5 boys. These students will approach the concerned teachers. The teacher will guide them, solve their problems and thus students will be well-encouraged, to study hard.

The principal said that this scheme beneficial to college students.

3. Vocational biased schools.

There is a need of vocational biased secondary and Higher secondary schools in the district. This opinion was given by 100% of the interviewed persons. In secondary and Higher Secondary Schools, there must be provision of training in many vocations. In higher secondary schools many classes must provide vocational education.

The number technical secondary schools must be increased. There are only two technical centres in the district. More centres must be stated at every taluka place. More agricultural schools must be opened in the district. To many existing secondary schools can be added this wing.

New secondary schools should be opened in Paranda taluka, Ausa taluka, Bhoom taluka, Kalam and Tuljapur taluka.
4. **Orientation of secondary teachers.**

About the orientation of secondary school teachers 90% persons felt that, every subject teacher should receive orientation. Now orientation is given to only English, Science and Mathematics teachers. There is need of orientation to other subject teachers also regarding use of various teaching aids, preparation of improved aids, orientation to new methods of teaching and trends in education, and action research in education. The present provision of orientation of teachers is neither adequate nor effective. Teachers securing B+ grade in orientation should be given some incentive. For every three years there must an orientation course to each subject teacher. The resource persons working in these orientation courses must be well trained, and they must have faith in the training of new methods.

There are two colleges of Education in Osmanabad district, one each at Latur and at Osmanabad. These two are sufficient for training and orientations. This opinion was given by 80% persons when interviewed.

5. **School administration and freedom in teaching.**

About 65% teachers said that, there must be freedom to every teacher in teaching the subjects. The experience of teachers and their suggestions are not considered by the Head Masters. Teachers had to prepare Annual planning, Lesson notes, and they have to complete the syllabus, Head masters give more weightage in completion of home work and syllabus. So the routine of school has become a mould.
There is no freedom to teachers for innovations, for action research 55% teachers said that Headmasters did not allow them to perform any new activity in the schools. So some chances must be given to teachers for new experiments and activities.

About 85% secondary teachers said that, Headmasters and members of managements behaved as dictators in the schools. They were not sympathetic towards teachers. They did not allow teachers to express their opinions, their experiences and difficulties. They wanted only obedience. Teachers demanded that there must be democratic environment in the schools. If teachers, Headmasters and guardians consider the need of co-operation and understand the need of attaining higher standard of education; then it is possible to achieve the goal. So Headmasters and members of institutes have to change their attitude and must be democratic and sympathetic.

6. **There is a need of standard Text-books.**

This need was explained by 87% teachers. They said that text books published by Text-Book Bureau are faulty. There is no continuation in matter, Matter is not sufficient. 67% teachers said that these books were not available in rural areas.

Text books must be made available on time to all. They must be correct and complete in all respects.

There are two syllabuses of Science for Standard V to VII in some schools. One syllabus had been prepared
State Government and the other by National Council of Educational Research and Training. In many schools this National Council of Educational Research syllabus is enforced. This syllabus needs more periods and apparatus. Headmasters did not give more periods; so it was a tedious job to complete it. 50% of teachers said that there must be more periods for science to Standard V to VII and orientation must be given to concerned teachers only.

7. **Implementation of Work Experience.**

In the interviews, 87% persons said that implementation of work experience was not properly done. Schools were lacking in apparatus, in trained teachers. So the fate of work experience will be like that of Basic education. This opinion was given by 8 Headmasters and 12 teachers. These teachers said that they did not get proper orientation. There were some courses of orientation in the district, but they were not conducted on right lines. Practical in these courses was not adequate. So the orientation courses were not beneficial to them.

Five Headmasters said that the work experience, relating to cattle demestication, Dairy, Poultry-keeping were essential.

8. **Assessment of Teachers Work.**

There must be assessment of teachers work after every three years; for granting annual increments. This opinion was given by 90% Headmasters and Education Inspectors. If the teacher completed and secured 'B+' grade
in the orientation courses and the students showed progress in the subjects then and then only increment should be given to that teachers.

9. Extra increments should be given for higher qualifications.

95% of the teachers said that for higher class in various examinations extra remuneration or increment should be given. This was stopped from 1-4-1976, since to the implementation of Bhole Commission. Before this date the practice was in existence and this extra remuneration was counted in the basic pay of the teachers. For I class at first degree a teacher was given Rs.30/-, for II class Rs.10/- Now all teachers, irrespective of their qualifications get the same basic pay that is Rs.365/- at the beginning and the same scale.

Extra increments should be given to teachers, as incentives to teachers, to increase their qualifications.

10. Introduction of Moral Education.

One principal said that there should provision of teaching Moral Education in Higher Secondary Schools. This will help in creating good behaviour and awareness of rights and duties, in minds of the students. They will understand the importance of national property, importance of social property, at present lacking in the students; to-day. The present curriculum is not sufficient for imparting these trends in the students. By introducing this subject, at least students will read
some books, hear good thoughts and will be more rational in their behaviour.

The age group of Higher Secondary Schools students is appropriate for this education. This subject will help them in shaping their life. Such education is necessary for obedience also. Students are not obedient to teachers, parents and Head masters. The environment is not suitable for developing good habits and behaviour of the students.

**Summary.**

In this chapter the present position of secondary education of Osmanabad district is discussed.

Secondary education is not only continuation of primary education, but it is an end in itself. It was considered to be a preparatory stage for university education so it is called secondary. This secondary education was born in this country without indigenous roots and without a secure elementary base as it is copied from the system of education in western industrialized countries.

Mudliar Commission had recommended the diversified courses, because of the need to meet varying aptitudes, interests and talents which come into prominence towards the end of the period of compulsory education.

In Osmanabad district there were 246 secondary schools. Out of these secondary schools only eleven secondary schools had technical branch and one secondary schools
had agriculture branch. Bulk of the secondary schools were having the Miscellaneous Branch. The total number of students taking education in these secondary schools was 92,354. 94 schools were conducted by Zilla Parishad, 151 by non-government institutions and single by the grants received from Zilla Parishad. There were 15 schools for girls. There scope for non-government institutes to open schools in Paranda, Bhoom, Kallam, Ausa and Tuljapur talukas.

There was one Public school in Osmanabad district, at Osmanabad.

Higher Secondary schools are essential, as they will provide vocational education to students and reduce the pressure on university education, and prepare the intelligent students for university education.

In Osmanabad district, there were Higher Secondary schools attached to secondary schools. These 42 institution were having Higher Secondary classes, that is colleges. It makes the total number of Higher Secondary classes 50.

Out of 246 secondary schools, the information of 225 secondary schools was available from Education officer Zilla Parishad Osmanabad. There was one English medium secondary school, one Hindi and one Urdu medium secondary school. Only 99 schools were having buildings of their own. The school surroundings of 132 schools was always calm and quiet. Teachers in 165 schools, office staff in 211 schools, IV class servants in 195, were according to the rules.
The students from 99 schools, wore the uniform regularly. Students from 106 schools had regularly attended the school. The teachers from 95 schools had used the new techniques of teaching always. The number of untrained male and female teachers was 356 and 63 respectively. In 53 schools majority of the teachers were trained. The number of teachers 89, 155, 38 and 7 had completed post-graduation in Master of Education, Master of Arts, Master of Science and Master of Commerce respectively. Out of 225 schools the results of standards below X, were above 80% of 180 schools. The result of secondary school certificate examination of March 1977 of Osmanabad district was 31.95%. In 120 schools 8 or above games were conducted. Regularly planning of supervision was done in by 94 Headmasters. 'Teacher-guardian association' was in working in 120 schools.

In interview, controversy of opinions was found on payment through banks, Protection to teachers, Powers of Managements and causes of standard of education amongst, teachers and Head masters members of non-government institutes. The scheme of appointment of teacher advisor will help in raising the standard of education said by one principal and Education Officer. The need of schools having a vocational bias was also given by 100% persons. About 90% teachers demanded, the orientation to all subjects teachers. About 65% teachers suggested democratic method in school administration and freedom in teaching. The need of standard text books was explained by 87% of teachers. More periods for National Council of Educational Research.
and training's *Science syllabus, was demanded by 50% of teachers. 87% person said that work experience must be according to the surrounding and should be implemented properly. There must be assessment of school teachers after every three years and extra remuneration should be given for higher classes in various degrees. One principal demanded Moral and religious education to Higher Secondary Schools.
CHAPTER VII

UNIVERSITY EDUCATION IN OSMANABAD DISTRICT

1. Introduction.
2. Importance of University Education.
3. Aims and objectives of University Education.
4. University Education in Osmanabad District.
5. Summary of interviews taken.
CHAPTER VII
UNIVERSITY EDUCATION IN OSMANABAD DISTRICT

Introduction:

University education provides the opportunity to many scholars and researchers to complete their work. The need of society and the various problems, that exist from time to time, are expected to be solved by the University. So Universities are the places, where society can find the answers to their problems. Again universities have to check the ways of developments of society.

University education provides leaders and scholars to the society. Many problems of national importance are handled by these leaders. There is addition in all aspects in knowledge, arts and all walks of life. This education not only preserves the knowledge, that is acquired, but also contributes to it.

This education is beneficial to the individuals who receive it. In general each person should have educational opportunity of the kind and to the extent that is suited to his capacity and interest and which represents his fair share of the total educational resources. Application of this principle may be adjusted to the needs of the society and to human considerations should society need more technicians and fewer clerical workers, educational opportunity may be shifted accordingly. Exceptional ability is socially so valuable that it may be given
exceptional opportunity.  

Statements made above are also useful in respect of University education. It can be said that university education must be open to all, but it must be according to the principle, stated above. In application of this principle two things are important, one is the need of the society and the second the ability of the individuals. These two factors are somewhat neglected in the spread of University education. No doubt, there is a need of spread of university education, but in fulfillment of need we have sacrificed the quality and status of university education.

This has created many problems in university education. This education, now a days, does not satisfy the students to fulfill their abilities, but creates frustration in them. This frustration is very harmful to all. Students do not get the proper jobs according to their education, and society is not benefited by these students. What is needed is that there must be a co-relation between these two.

"There is a big conflict between the young people and the over thirties. Young people think that the chief function of universities should be that of innovator and instrumentality of social change, that change in capitalist

countries is called for, and that universities should lead the revolution. They regard present universities as rationalizers or apologists for whatever is. This approach toward universities is well explained by Devitt Sanford, in his essay, "The contribution of Higher Education to the Life of society." This conflict can be summed up by saying that conflict, now is mostly about; the contention that universities should be at least a base for operations for fundamental change in society.

In connection with the above demand of students, they wish that there must be scope to them in society. It is found and well known fact that education and activities in society do not coincide with each other. There must be a connection between the functions of institutions of higher education and the stage of social development in the country.

University education creates abilities widens the horizons of thinking, creates urges for knowledge and provides the needs of the society also.

Aims of University Education:

Major functions of a university can be grouped under the three traditional main headings (1) The development of the individual, (2) the preservation and advancement of culture (3) The maintenance and further development of technology.

Pandit Jawaharlal Nehru, in his convocation address to the University of Allahabad in 1947, thus sums up the basic objectives of the university and its role in national life. "A university stands for humanism, for tolerance, for reason, for the adventure of ideas and for the search of truth. It stands for the onward march of the human race towards ever higher objectives. If the universities discharge their duties adequately then it is well with the nation and the people." These noble words highlight the basic truth that universities have a crucial part to play in the life, welfare and strength of a nation. They can however, fill this role only if they owe uncompromising loyalty to certain fundamental values of life. Their principal object is to deepen man's understanding of the universe and of himself - in body, mind and spirit, to disseminate this understanding throughout society and to apply it in the service of mankind. They are the dwelling places of ideas and idealism; and expect high standards of conduct and integrity from all their members. Theirs is the pursuit of truth and excellence in all its diversity - a pursuit which needs above all, courage and fearlessness. ³

The Indian Education Commission (1964-66) has given the following aims of university education.

(1) To seek and cultivate new knowledge, to engage

vigorously and fearlessly in the pursuit of truth, and to interpret old knowledge and beliefs in the light of new needs and discoveries.

(2) To provide the right kind of leadership in all walks of life, to identify gifted youth and help them to develop their potential to the full by cultivating physical fitness, developing the powers of the mind and cultivating right interests, attitudes and moral and intellectual values.

(3) To provide society with competent men and women trained in agriculture, arts, medicine, science and technology and various other professions, who will also be cultivated individuals imbued with a sense of social purpose.

(4) To strive to promote equality and social justice and to reduce social and cultural differences through diffusion of education.

(5) To foster in the teachers and students, and through them in society generally, the attitudes and values needed for developing the 'good' life in individuals and society.

Now the problem is how to attain the individual and social aims of education. This is well explained by Nevitt Sanford; in his essay The Contribution of Higher Education to Life of Society. "The central purpose of institutions of higher
education is to educate (adults as well as young people) and the aim of education is to develop each individual as fully as possible, to make man more human. The central problem is how to integrate the diverse jobs of the university in a meaningful way. To carry out its central purpose a university or college must be, and exist within, a good society—one that accords primary importance to the individual and conducts its affairs in accordance with values that of full humanity. First among these values are trust, love, justice, freedom, and truth.

A University or other institution of higher education serves society best by upholding these values in its corporate actions, in its evaluation of events and processes in the larger society; above all in its efforts to build devotion to them in its members. A University or college can serve by being a model for other sub-societies, within limits set by its requirements of autonomy; it can act to improve the larger society.  

From the above discussion we understand the functions and aims of university education.

Now it is proposed to study the University Education in Osmanabad district.

University Education in Osmanabad district.

In Osmanabad district, there were 21 colleges, including 4 professional colleges and 17 non-professional colleges. This district is under the jurisdiction of Marathwada University Aurangabad, which was established on 23rd August 1958.

The first institute of University education, in Osmanabad district was started in 1960; that is after the foundation of Marathwada University. Up to this year, there was no single institute imparting higher education in the district. The following table shows yearwise the number of colleges established in the district, during the period, 1959-72.

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</tbody>
</table>

From the above table it is seen that, initially two non-professional colleges were started in the year 1959. There were, Shri Chhatrapati Shivaji College, Omerga and Ramkrishna Parmahansa Mahavidyalaya Osmanabad. The first professional college was established in 1960 at Osmanabad. All these three colleges are run by non-government managements. In 1962, there were only six colleges in the district. This number remained constant up to the year 1966. In 1967 and in 1968, two more colleges were opened one each at Latur and Udgir. This number was increased in the year 1969 by three. In 1970 and 1971 there was increase in the number of colleges by four. In 1972 two new colleges were opened one each at Udgir and Wasi. So in all there were 21 colleges in the district in the year 1977-78.

To understand the position of Osmanabad district, in the Marathwada University, Aurangabad.

Table No. 7(2)
Districtwise distribution of colleges in Marathwada University

<table>
<thead>
<tr>
<th>Serial Number</th>
<th>District</th>
<th>Colleges</th>
<th>Total</th>
<th>No of Teachers</th>
<th>Total number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Aurangabad</td>
<td>7</td>
<td>20</td>
<td>27</td>
<td>783</td>
</tr>
<tr>
<td>2.</td>
<td>Nanded</td>
<td>3</td>
<td>11</td>
<td>14</td>
<td>346</td>
</tr>
<tr>
<td>3.</td>
<td>Osmanabad</td>
<td>4</td>
<td>17</td>
<td>21</td>
<td>486</td>
</tr>
<tr>
<td>4.</td>
<td>Parbhani</td>
<td>1</td>
<td>6</td>
<td>7</td>
<td>164</td>
</tr>
</tbody>
</table>

6. Ibid P. 163
It can be concluded from the above table, that Osmanabad had 21 colleges and stood second in the number of colleges next to Aurangabad. In Aurangabad district, there were 27 colleges. Total number of teachers and students were also greater as compared with other districts, there were 496 and 8393 respectively.

Post-graduate teaching can be compared by following table.

Table No.7(3)

Colleges having post-graduate teaching classes in Marathwada University

<table>
<thead>
<tr>
<th>Serial Number</th>
<th>District</th>
<th>Total number of post-graduate colleges</th>
<th>Total number of teachers</th>
<th>Total number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aurangabad</td>
<td>6</td>
<td></td>
<td>1840</td>
</tr>
<tr>
<td>2</td>
<td>Bhir</td>
<td>3</td>
<td></td>
<td>378</td>
</tr>
<tr>
<td>3</td>
<td>Nanded</td>
<td>6</td>
<td></td>
<td>998</td>
</tr>
<tr>
<td>4</td>
<td>Osmanabad</td>
<td>6</td>
<td></td>
<td>1006</td>
</tr>
<tr>
<td>5</td>
<td>Parbhani</td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

From the above table it can be concluded that, post-graduate teaching in affiliated colleges in Osmanabad district had an equal number of colleges as in Aurangabad and Nanded districts. The total number of students was 998.

7. Ibid P. 163
So it can be concluded that though the beginning of University education, in Osmanabad district was very late, still substantial progress has been made in the district.

Post-graduate Teaching in Osmanabad district.

In Osmanabad district, there were six colleges which conducted post-graduate courses. Out of these colleges, there was one professional college. The names of the colleges and these of the subjects were as follows.

1) College of Education, Osmanabad - Education
2) Dayanand Commerce College, Latur - Commerce
3) Dayanand Arts College, Latur: Arts, Marathi, Hindi, English
4) Mahatma Basweshwar Mahavidyalaya, Latur, Arts-History Arts/Science-Mathematics
5) Mahatma Gandhi Mahavidyalaya, Ahmedpur, Arts-Economics
6) Maharashtra Udaygiri Mahavidyalaya, Udgir, Arts-Hindi, Marathi, English

Courses for Master's degree in Arts were run in the district. The subjects were, Marathi, Hindi, English, History Economics and Mathematics. There was a single institute running the post-graduate course of commerce and one Institute running course in Education; during the vacation. The following table shows the enrollment of boys and girls in post-graduate courses.
Table No. 7(4)
The enrollment of the boys and girls in post-graduate courses in Osmanabad district in 1977-78

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of the College</th>
<th>Name of the course</th>
<th>Enrollment</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>College of Education, Osmanabad</td>
<td>Education</td>
<td>215</td>
<td>222</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Vacational)</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Dayanand Commerce College, Latur</td>
<td>Commerce</td>
<td>49</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I year</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>II year</td>
<td>49</td>
<td>50</td>
</tr>
<tr>
<td>3.</td>
<td>Dayanand Arts College, Latur</td>
<td>Arts</td>
<td>133</td>
<td>156</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I year</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>II year</td>
<td>73</td>
<td>96</td>
</tr>
<tr>
<td>4.</td>
<td>Shri Mahatma Basweshwar Mahavidyalaya, Latur</td>
<td>Arts</td>
<td>107</td>
<td>116</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I year</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>II year</td>
<td>39</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I year</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>II year</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5.</td>
<td>Maharashtra Udaygiri Mahavidyalaya, Udgir</td>
<td>Arts</td>
<td>94</td>
<td>110</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I year</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>II year</td>
<td>35</td>
<td>51</td>
</tr>
<tr>
<td>6.</td>
<td>Mahatma Gandhi Mahavidyalaya, Ahmedpur</td>
<td>Arts</td>
<td>35</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I year</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>II year</td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

From Table No. 7(4) it is seen that, in Education faculty 215 boys and 7 girls were attending the course; making a total 222.
Under Arts faculty; 536 boys and 91 girls were studying making a total 627. In commerce faculty 98 boys and 2 girls were attending the course. Total student was 100. Under Science faculty 48 boys and one girl was taking education, making a total 49.

In all in Osmanabad district the total number of students attending post graduate courses was 998.

Taluka-wise-distribution of Colleges

Table No. 2(5)

<table>
<thead>
<tr>
<th>Serial Number</th>
<th>Name of the Taluka</th>
<th>Number of Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ausa</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Ahmadpur</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Bhoom</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>Latur</td>
<td>7</td>
</tr>
<tr>
<td>5.</td>
<td>Milanga</td>
<td>2</td>
</tr>
<tr>
<td>6.</td>
<td>Kallam</td>
<td>1</td>
</tr>
<tr>
<td>7.</td>
<td>Osmanabad</td>
<td>2</td>
</tr>
<tr>
<td>8.</td>
<td>Omerga</td>
<td>1</td>
</tr>
<tr>
<td>9.</td>
<td>Udair</td>
<td>3</td>
</tr>
<tr>
<td>10.</td>
<td>Tuljapur</td>
<td>2</td>
</tr>
<tr>
<td>11.</td>
<td>Paranda</td>
<td>M1</td>
</tr>
</tbody>
</table>

Total 21
It is clear from the above table that Latur taluka had the highest number of colleges and there was no college in Paranda taluka. All colleges were at taluka place except 

Colleges in Osmanabad district

A brief information, about, year of foundation, number of teachers, number of students, pupil teacher ratio; income and expenditure, reserve fund of the college, of the colleges is as follows.
Table No. 7(6)

Colleges in Osmanabad District

The brief information, about year of foundation number of teachers, number of students, pupil teacher ratio, income and expenditure, Reserve fund of the college, was as follows.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the College</th>
<th>Year of Foundation</th>
<th>No. of Teachers</th>
<th>No. of Students</th>
<th>Pupil Teacher Ratio</th>
<th>Income</th>
<th>Expenditure</th>
<th>Reserve Fund</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ramkrishna Parmanabha Mahavidyalaya Osmanabad</td>
<td>1962</td>
<td>21</td>
<td>402</td>
<td>1:24</td>
<td>Income 77000/- Expenditure Rs.453722-71</td>
<td>Reserve Fund Rs.443037-27</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>College of Education, Osmanabad</td>
<td>1960</td>
<td>14</td>
<td>318</td>
<td>1:10</td>
<td>Income 49000/- Expenditure Rs.585813-99</td>
<td>Reserve Fund Rs.601752-30</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Dayanand Commerce College, Latur</td>
<td>1961</td>
<td>12</td>
<td>401</td>
<td>1:3</td>
<td>Income Rs.345458/- Expenditure Rs.370238/-</td>
<td>Reserve Fund Rs.325000/-</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Dayanand Science College, Latur</td>
<td>1967</td>
<td>21</td>
<td>193</td>
<td>1:7</td>
<td>Income Rs.678799/- Expenditure Rs.680790-00</td>
<td>Reserve Fund Rs.630176-30</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Dayanand Arts College, Latur</td>
<td>1961</td>
<td>23</td>
<td>615</td>
<td>1:28</td>
<td>Income Rs.321225 Expenditure Rs.452534-69</td>
<td>Reserve Fund Rs.420000/-</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Shri Mahatma Baswashwar Mahavidyalaya, Latur</td>
<td>1970</td>
<td>44</td>
<td>1600</td>
<td>1:36</td>
<td>Income Rs.421225 Expenditure Rs.501792</td>
<td>Reserve Fund Rs.50000/-</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Rajarshi Shahu Mahavidyalaya, Latur</td>
<td>1970</td>
<td>25</td>
<td>442</td>
<td>1:17</td>
<td>Income Rs.1000352 Expenditure Rs.1000352</td>
<td>Reserve Fund Rs.25000/-</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Government College of Education, Latur</td>
<td>1969</td>
<td>11</td>
<td>87</td>
<td>1:10</td>
<td>Income Rs.19359/- Expenditure Rs.251432/-</td>
<td>Reserve Fund Rs.251432/-</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Damanand College of Law, Latur</td>
<td>1971</td>
<td>7</td>
<td>403</td>
<td>1:57</td>
<td>Income Rs.92,710/- Expenditure Rs.251432/-</td>
<td>Reserve Fund Rs.38500</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Maharashtra Udaywar Mahavidyalaya Udghir</td>
<td>1962</td>
<td>49</td>
<td>1140</td>
<td>1:23</td>
<td>Income Rs.2306001.06 Expenditure Rs.2306001.06</td>
<td>Reserve Fund Rs.2306001.06</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Shivani Mahavidyalaya Udghir</td>
<td>1969</td>
<td>29</td>
<td>609</td>
<td>1:22</td>
<td>Income Rs.637544-69 Expenditure Rs.637544-69</td>
<td>Reserve Fund Rs.637544-69</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Shri Havai Swami College Dagar.</td>
<td>1972</td>
<td>23</td>
<td>426</td>
<td>1:16</td>
<td>Rs.364,706-71</td>
<td>Rs.30668-45</td>
<td>31800</td>
</tr>
<tr>
<td>14.</td>
<td>Master Dinanath Yaneshkar Mahavi dyalaya Aurad Shahajani</td>
<td>1970</td>
<td>13</td>
<td>114</td>
<td>1</td>
<td>Rs.19135-86</td>
<td>Rs.289468-85</td>
<td>-</td>
</tr>
<tr>
<td>15.</td>
<td>Maharashtra Mahavidyalaya Milanag</td>
<td>1970</td>
<td>20</td>
<td>241</td>
<td>1:12</td>
<td>Rs.1010541-21</td>
<td>Rs.1008926-35</td>
<td>-</td>
</tr>
<tr>
<td>16.</td>
<td>Shri Chhatrapati Shivaji College Umerga</td>
<td>1959</td>
<td>37</td>
<td>339</td>
<td>1:12</td>
<td>Rs.497783-32</td>
<td>Rs.655675-14</td>
<td>-</td>
</tr>
<tr>
<td>17.</td>
<td>Onvan Prasarak Mahavidyalaya, Kallan</td>
<td>1969</td>
<td>19</td>
<td>261</td>
<td>1:8</td>
<td>Rs.672716-29</td>
<td>Rs.672716-29</td>
<td>50000/-</td>
</tr>
<tr>
<td>18.</td>
<td>Arts, Science Commerce College, Nalburg.</td>
<td>1971</td>
<td>15</td>
<td>144</td>
<td>1:10</td>
<td>Rs.355090-55</td>
<td>Rs.355090-55</td>
<td>25000/-</td>
</tr>
<tr>
<td>19.</td>
<td>Tulia Bhavani Mahavidyalaya Tuliapur</td>
<td>1971</td>
<td>10</td>
<td>150</td>
<td>1:15</td>
<td>Rs.156853-52</td>
<td>Rs.200103-85</td>
<td>25000/-</td>
</tr>
<tr>
<td>20.</td>
<td>Shri Kumar Swamy Mahavidyalaya Ausa</td>
<td>1971</td>
<td>24</td>
<td>108</td>
<td>1:8</td>
<td>Rs.321399-62</td>
<td>Rs.384566-41</td>
<td>25000/-</td>
</tr>
</tbody>
</table>

From the above table, it is clear that first college was opened in 1959. The number of colleges having more than 25 teachers,
was 7 and number of colleges having more than 10 teachers was 13 and only one college had 7 teachers. As the strength of the students is considered, there were nine colleges having strength of students more than 400; and there were two college having the strength of students more than 1000. The number of colleges having strength less than 200, was six.

As teacher pupil ratio is considered the minimum ratio 1:3 was in one college and the maximum ratio 1:57. In the case of income and expenditure, minimum expenditure was Rs.10,365/- of Government College of Education, Latur and maximum Income Rs. 23,06,061-06 was of Maharashtra Udaygiri Mahavidyalaya, Udair. As far reserve fund of colleges is considered; the range was between 25,000 and Rs. 3,25,000/-. The distribution of colleges according to the number of books and periodicals is given in the following table.

Table No. 7(7)

Table showing the number of books and periodicals in colleges libraries.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the College</th>
<th>Number of Books</th>
<th>Number of Teachers</th>
<th>Number of Periodicals</th>
<th>Number of Registered Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Ramkrishna Paramahansa Mahavidyalaya</td>
<td>21684</td>
<td>77</td>
<td>21</td>
<td>1004</td>
</tr>
<tr>
<td></td>
<td>Osmanabad</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2)</td>
<td>College of Education</td>
<td>7883</td>
<td>15</td>
<td>12</td>
<td>318</td>
</tr>
<tr>
<td></td>
<td>Osmanabad</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Institution Name</td>
<td>Phone</td>
<td>Ext</td>
<td>Ext.</td>
<td>ZIP</td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------</td>
<td>-------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Dayanand Commerce College Latur.</td>
<td>10699</td>
<td>55</td>
<td>12</td>
<td>401</td>
</tr>
<tr>
<td>4</td>
<td>Dayanand Science College, Latur</td>
<td>14180</td>
<td>50</td>
<td>39</td>
<td>183</td>
</tr>
<tr>
<td>5</td>
<td>Dayanand Arts College, Latur</td>
<td>26239</td>
<td>75</td>
<td>23</td>
<td>615</td>
</tr>
<tr>
<td>6</td>
<td>Government College of Education, Latur</td>
<td>13934</td>
<td>33</td>
<td>11</td>
<td>92</td>
</tr>
<tr>
<td>7</td>
<td>Rajarshi Shahu Mahavidyalaya, Latur</td>
<td>18602</td>
<td>67</td>
<td>26</td>
<td>442</td>
</tr>
<tr>
<td>8</td>
<td>Dayanand College of Law, Latur</td>
<td>2358</td>
<td>15</td>
<td>7</td>
<td>403</td>
</tr>
<tr>
<td>9</td>
<td>Maharashtra Udayagiri Mahavidyalaya, Udgir</td>
<td>143403</td>
<td>16</td>
<td>63</td>
<td>1154</td>
</tr>
<tr>
<td>10</td>
<td>Shivas Mahavidyalaya, Udgir</td>
<td>21747</td>
<td>120</td>
<td>77</td>
<td>1317</td>
</tr>
<tr>
<td>11</td>
<td>Shri Hareeswami College Udgir</td>
<td>15188</td>
<td>133</td>
<td>20</td>
<td>426</td>
</tr>
<tr>
<td>12</td>
<td>Mahatma Gandhi Mahavidyalaya, Amadpur</td>
<td>16318</td>
<td>37</td>
<td>67</td>
<td>346</td>
</tr>
<tr>
<td>13</td>
<td>Shri Chhatrapati Shivas College Umerga.</td>
<td>29821</td>
<td>19</td>
<td>37</td>
<td>439</td>
</tr>
<tr>
<td>14</td>
<td>Mahatma Basveshwar Mahavidyalaya, Latur</td>
<td>21802</td>
<td>90</td>
<td>62</td>
<td>1603</td>
</tr>
<tr>
<td>15</td>
<td>Maharashtra Mahavidyalaya, Latur</td>
<td>11283</td>
<td>41</td>
<td>30</td>
<td>560</td>
</tr>
<tr>
<td>16</td>
<td>Arts, Science and Commerce College, Waldurg.</td>
<td>7371</td>
<td>47</td>
<td>25</td>
<td>311</td>
</tr>
</tbody>
</table>
From the above table it is clear that there were only five colleges having less than 5000 books in the library. The minimum number of books was 2,358 in Dayanand College of Law, Latur. The remaining colleges were having above 5000 books. The maximum number of books was 43,403 in Maharashtra Udaygiri College, Udgir.

So far as the case of periodicals is considered, the range was between 15 and 133. Fifteen periodicals were taken in college of Education, Osmanabad and Dayanand College of Law, Latur. The maximum number of periodicals taken was 133 in Shri Havgi Swami College Udgir. The maximum number of registered readers of the teachers was 77 and that of the students was 1603.
The following table gives information about the hostels attached to the colleges and the number of students residing in them.

**Table No. 7(a)**

Table showing the number of students residing in the college hostels.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the College</th>
<th>No. of hostels for boys</th>
<th>No. of hostels for girls</th>
<th>Total no. of boys resided</th>
<th>Total no. of girls resided</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ramkrishna Paramhansa, Mahavidyalaya, Osmanabad</td>
<td>1</td>
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<td>2.</td>
<td>Dayanand Commerce College Latur.</td>
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<td>3.</td>
<td>Rajarishi Shaha Mahavidyalaya Latur.</td>
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<td>4.</td>
<td>Government College of Education, Latur.</td>
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<td>5.</td>
<td>Maharashtra Udaygiri Mahavidyalaya, Udair.</td>
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<td>Shivati Mahavidyalaya, Udair.</td>
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<td>7.</td>
<td>Shri Ravi Swami College Udair.</td>
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<td>8.</td>
<td>Maharashtra Mahavidyalaya Milanca</td>
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<td>9.</td>
<td>Chhatrapati Shivaji College Omarga</td>
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<td>10.</td>
<td>Arts, Science &amp; Commerce College, Maldurg.</td>
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<td>56</td>
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<td>11.</td>
<td>Shri Kumarswami Mahavidyalaya, Ausa.</td>
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<td>12.</td>
<td>Karmaveer Mamasaheb Jagdale Mahavidyalaya, Washi.</td>
<td>1</td>
<td>1</td>
<td>24</td>
<td>7</td>
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</table>
From the above table it is seen that only 12 colleges had hostel facilities. The total number of boys residing in these hostels was 902 and total number of girls was 7.

In case of Institutions conducted by Dayanand Education Society, the hostel of commerce college common for the Arts and Science colleges at Latur.

Colleges in Osmanabad district-

This section deals with information about the managements, teachers, students and other facilities available in the colleges.

1) Ramkrishna Paramahansa Mahavidyalaya, Osmanabad

Shri Swami Vivekanand Shikshan Sanstha, Kolhapur has established this college in the year 1969. This is the first institute imparting higher education in Osmanabad district. Swami Vivekanand Sanstha runs many colleges and other educational institutions in various districts.

The total number of teachers in this college was 21. The total number of students of the college was 504, which includes 337 in Arts 122 in Commerce and 45 in Science. The teacher pupil ratio 1:24. The students were medically examined every year, but necessary follow-up action was not taken. The facilities for sports and games were available. There was a physical Instructor in the college. The college had participated in Inter-University tournaments. Vocational guidance was also given to the students.
There was annual publication of a college magazine. The staff members had participated in various seminars and conferences. Income of the college was Rs.4,43,037-27/- and expenditure was Rs. 4,53,722-71/- The reserve fund of the college (Fixed Deposit) was Rs. 77,000/- The students participated in Essay competitions, Youth Festivals, Inter-University Tournaments and National Service Scheme.

The hostel of the college had 38 students. The total number of books in the library of the college was 20,742. In 1977-78, 942 books were added to the library. There were 75 periodicals in this library and two new ones were added the year 1977-78-Night study room, Book Bank Scheme and Student Aid Fund were the facilities available to the students. The buildings of the college and the hostel are well maintained.

2) College of Education, Gomnabad.

This college is also run by the same management; that is Swami Vivekanand Shikshan Sanstha, Kolhapur. This college was established in the year 1960. This is the first professional college in the district. There were 14 teachers in the college. A vocational course of Batcher of Education in 1977-78; was conducted in this college. Total strength of this course was 206; and strength of regular Batcher of Education's class was 112. The teacher pupil ratio was 1:10. The students of this
colleges were not medically examined. There was sufficient
ground for sports and games in which students had participated.
Vocational guidance was given to the student. This college
publishes an annual magazine. There is a post-graduate centre
in this college; leading to the degree of master of education.
It is a vocational course. The staff members of the college
had participated in various seminars and conferences. The
Income of the college was Rs. 6,01,752-30/- and expenditure
Rs. 8,85,813-99. Reserve fund of the college was Rs. 40,000/-
There was a night study room in the college. This college had
organized seminars on Adult education.

There was no Hostel of the college, but the students
can reside in the Ramkrishna, Paramhansa College Hostel.
There were 7064 books in the library. During the year 1977-78
519 books were added. There were 15 periodicals in the library.
Reading room and study room facilities were available to the
students.

3) Dayanand Arts College, Latur.

Dayanand Shikshan Sanstha established this college.
The objective of this sanstha is to provide higher education
to the students of Osmanabad district, specially economically
backward students. The management established 'Dayanand
Arts, Commerce and Science College at Latur on 6th June 1961.'
Provision was made to offer English, Marathi, Hindi and Accountancy subjects as Principal Subjects at degree level, in the year 1964.

In the year 1967, the science college was separated and in 1970, Arts and Commerce colleges were separated. In 1971 Law college was established.

This institute conducts four colleges at Latur only.

In Dayanand Arts College, there were 23 teachers the total strength of students 615. Teacher-pupil ratio was 1:28. A medical examination of students was conducted. The College had sufficient grounds for sports and games, conducted under the guidance of a physical Instructor. The college had participated in Inter University tournaments in various items. Vocational guidance was also given to the students in the college. The college publishes an annual magazine. This college had post-graduate classes also. The staff members of this college had participated in various seminars and conferences. The total income was Rs. 2,11,176-30/- and the expenditure Rs. 4,15,254-69/- Reserve fund of the college was Rs. 42000/-

National Cadet Corps, and National Service Scheme, debating competitions and sports were the extra curricular activities under taken by the students. There was no separate hostel for the four colleges. The single hostel of commerce college accommodated students from all the colleges.
There were 24,270 in-the-library books in the library. In the year 1977-78 the college added 1,969 books. There were 61 periodicals in the library out of which 14, periodicals had been added during 1977-78. The library remains open for the students in the night upto 10:00 O'clock. Books were issued on loan to students year to year from the Book Bank and Poor Fund Scheme.

4) Dayanand Commerce College, Latur-

This was established in 1981, and separated in 1970. This is conducted by Dayanand Shikshan Sanstha, Latur. There were 12 teachers in the college, the total strength of student was 401. The teacher pupil ratio was 1:33. The students were medically examined. There was sufficient play ground for sports and games of the students. There was physical instructor in the college. The college participated in Inter-University tournaments also. Vocational guidance was given to students in the college. The college publishes a magazine. This year, this college and Dayanand Science College had published a combined magazine. There was a post-graduate class leading to M.Com. degree. The total income was Rs. 3,45,058 and expenditure Rs. 3,70,828. The Reserve fund of college was Rs. 3,25,000/- The students of the college had hostel facilities. Financial aid was given to meritorious students. The Girls students were exempted from the payment of tuition fees. University Grant Commission's grants of Rs.20,000/- had been received for development of the post-graduate library in commerce.
There were 10289 books in the library. 400 books had been added during the year. There were 53 periodicals in the library, out of which 2 periodicals were added in 1977-78.

5) Dayanand Science College-Latur

This is run by Dayanand Education Society, Latur. This was established in 1967. There were 21 teachers in the college, and the total number of students was 193. There was sufficient play ground for sports and games arranged under the supervision of Physical Instructor. The college had participated in Inter University tournaments. The teacher-pupil ratio was 1:9. Vocational guidance was arranged for the students. The college publishes an annual magazine. The income of the college was Rs. 6,78,789/-, the expenditure being 6,30,780-00. The Reserve fund of the college was Rs. 50,000/-.

In the college library, there were 13330 books. In the year, 1977-78, 850 books were added. There are 45 periodicals out of which 5 were added in the year 1977-78. Sets of textbooks were distributed to the deserving students for study. There was provision of night library facilities also.

6) Dayanand College of Law, Latur.

This college had been established in the year 1971, and is run by Dayanand Shikshan Sanstha, Latur. This is the only Law college in the district. There were 7 teachers and 403 students. The teacher student ratio was 1:57. There was a vast play-ground on which games and sports were provided to the students. There was no physical instructor. The college
had participated in Inter-university tournaments. Vocational guidance was given to the students in the college. The college does not publish a magazine. The Income of the college was Rs. 92,719/- and expenditure Rs. 97,364-29/-.

There was a reserve fund of Rs. 38,500/- of the college.

Book Bank scheme students Aid Fund Scheme had been undertaken by the college for which University Grant Commission of Rs. 10,000/- There was no separate hostel for this college. The students resided in commerce college hostel.

There were 2119 books in the library, out of which 239 books had been added in the year 1977-78. There were 15 periodicals. There was Book Bank in this college Library remains open from 10.30 a.m. to 1.00 p.m. and from 5.30 p.m. to 9.00 p.m.

7) Shri Mahatma Basweshwar Mahavidyalaya, Latur.

This was established in 1970, and is run by Mahatma Basweshwar Education Society, Latur. There were 44 teachers and the total number of students was 1607. The classification was 947 Arts, 292 Science and 368 Commerce. The teacher-pupil ratio was 1:36. Students were medically examined. There was sufficient play-ground, facilities of sports and games were provided to the students. There was a physical instructor and the college had participated in Inter-University tournaments. Vocational guidance was given to the students in the college. The college publishes a magazine, and a Research publication. The staff had participated in various seminars and conferences. The Income was Rs. 4,21,225 and
and expenditure was Rs. 5,01,792/-.

There was reserve fund of Rs. 50,000/- of the college. College had undertaken a scheme of enrichment of science equipments for which University Grant Commission had given Rs. 20,000/- as grant. There was no hostel for this college.

There were 21612 books in the library; 1200 books were added in the year 1977-78. There were 8 periodicals and 10 magazines added in the same year. Night library facility was also provided.

8) Raigarshi Shahu Mahavidyalaya, Latur.

This college was started from the year 1970. This is conducted by Shiv Chhatrapati Shikshan Sanstha, Latur. There were 25 teachers in the college and the total strength of the college was 432. The classification of the students was Arts 254, Science 51 and Commerce 137. The teacher pupil ratio was 1:17. The students were medically examined and follow up work was done. There was a play-ground. Sports and games were provided to the students. There was a physical Instructor and the college had participated in Inter-University tournaments. Vocational guidance was given to the students in the college. This college published an annual magazine. The staff members had participated in seminars and conferences. Income of the college was Rs.10,00,352/- and the expenditure was Rs.10,00,352/-only.

The reserve fund of the college was Rs.25,000/-. The college had undertaken the student Aid Fund Scheme of Rs. 200/- and the college - school complex scheme of
of Rs.2,000/-. There was hostel of this college and 75 boys resided in it.

In the college library there were 16,699 books out of which 1903 books were added in this year 1977-78. There were 59 periodicals out of which 8 were added in 1977-72. Twenty six teachers and 449 students were the registered members of the library. The following facilities were available to the students in the library. (1) Provision of night library (2) Ready reference service (3) Separate reading room and (4) Display of new arrivals.


It was started in the year 1969, and run by Government of Maharashtra. There were 11 teachers in the college and students were 80 in the Batchelor of Education and 7 were in the Master of Education Class. The teacher-student ratio was 1:10. The students were medically examined and follow up work was also done. There were playgrounds and games and sports were provided to the students. There was a physical Instructor in the college, and the college had participated in Inter-University tournaments. Vocational guidance was given to the students and an annual magazine was published by the college. Income of the college was Rs.10,350/- and expenditure was Rs.8,1422/-. Extra curricular activities undertaken by the students were, Inter collegiate games, Sports, Essay Writing, Drama and Excursions was 17 boys resided in the hostel of the college.

There were 12,231 books in the library, 1153 books
were added in the year 1977-78. There were 33 periodicals in the library. Eleven teachers and 92 students were registered readers of the library. News-papers and were periodicals reading facilities available.

10) Maharashtra Udayagiri Mahavidyalaya, Udgir.

Established in 1862, it is run by Maharashtra Education Society, Udgir. There were 49 teachers in the college and the total strength of the college was 1140. The teacher-pupil ratio was 1:23. The students were medically examined. There were play-grounds, and sports and games were provided to the students. A physical Instructor was also appointed. Vocational guidance was given to the students. The college publishes an annual magazine. Post-Graduate Courses were conducted in the college. Income of the college was Rs.23,06,091-06/- and the expenditure was Rs.23,06,091-06/-. Students Aid Fund Scheme of Rs.5,500/- and library books and laboratory equipments of Rs.37,500/- were the two schemes taken by the college with the help of University Grant Commission. The students participated in National Service Scheme. The classification of the students was Arts 815, Science 225 and Commerce 129.

There is a hostel attached to this college and 350 boys, resided in it.

There were 41,470 books in the library, 1933 books are added in the year 1977-78. There were 16 periodicals in the library. Sixty-three teachers and 1154 students were registered readers of the library. The main features
of the library were the following separate reference section.
Two night study centres, separate study room and Book Bank
Scheme. Books were issued to the students without
deposit. Radio was made available in the reading room for
listening to news.

11) Shivaji Mahavidyalaya, Udgir:

It is established in the year 1968 and run by Fisan
Shikshman Prasarak Mandal, Udgir. There were 29 teachers in
the college and the total strength of the students was 609.
Classification of the student was, Arts 445, Science 86;
and commerce 69. The teacher-pupil ratio was 1:29. Medical
examination of students and follow up work were not done
in the college. There are play ground facilities for sports
and games. There was a physical instructor in the college.
The college had participated in Inter-University
tournaments. Vocational guidance was also given to the
students in the college. The college publishes an annual
magazine. The total income was Rs. 6,32,244-11/- and the
expenditure was Rs. 6,37,544-67/- only. Students Aid Fund
scheme of Rs. 2,250/- and Book Bank were the two schemes
under taken by the college with the grants from University
Grant Commission. National Service Scheme, National Cadet
Corps, Sports and Essay Competition, the main extra-
curricular activities under taken by the students of this
college. One each for boys and girls. 544 boys and 65 girls
resided in these hostel.
In the college library, there were 19640 books. In the year 1977-78, 2107 books had been added to the library. Ninety periodicals were in the library and thirty were added during 1977-78. The registered readers of the library were 77 teachers and 1317 students. The main features of the library were:

1) Reading room
2) Night library
3) Book Bank

12) Shri Maniswami College, Tijigar

This college established in 1972 is run by Bharat Liberal Education Society, Tijigar. There were 28 teachers and the total strength of students was 426, including 372 students in Arts and 54 students in Commerce. The teacher pupil ratio was 1:18. The students were medically examined. There were spacious playgrounds, and facilities of games and sports were provided to the students. There was a physical instructor and the college had participated in Inter University tournaments. Vocational guidance was given to the students and college publishes an annual magazine. Staff members of the college had participated in various seminars and conferences. The total income of the college was Rs. 3,4706-71/- and expenditure was Rs. 3,06,868-45/- There was reserve fund of Rs. 31,000-00 of the college. N.L.S. Scheme of Rs. 2,400-00 is under taken by the college with the help of University Grant Commission. Food grains for poor students from the nearest villages; Music programmes and National Service Scheme were the extra curricular activities under taken by the students. There is a hostel attached to the college and 199 boys had resided in them.
There were 13,568 books in the library and 1630 books were added in the year 1977-78. 125 periodicals were in the library in the under study out of which 8 periodicals were added. Twenty teachers and 426 students were the registered readers of the library. The main features of the library were i) Book Bank Scheme for deserving students; ii) Night Library; iii) Study room which was kept open for the students from 8-00 a.m. to 6-00 p.m.

13) Mahatma Gandhi Mahavidyalaya, Ahmedpur

This was founded in 1969 by Vichar Vikas Mandal, Ahmedpur. There were 39 teachers and 348 students. The classification of students was Arts 269, Commerce 38, and Science 41. The teacher-pupil ratio was 1:18. The student's medical examination was not done by the college. There were play grounds, sports and games were provided to the students there was a physical Instructor and the college had participated in Inter-University tournaments. Vocational guidance was given to the students, and the college published an annual magazine. There was a reserve fund of Rs. 47,000. Construction of a laboratory had been undertaken by the college. Inter-collegiate debates and sports competitions were the extra-curricular activities under taken by the students. In the hostel 115 boys had resided. There were 14,658 books in the library in the year 1977-78, 1661 books were added. There were 37 periodicals and 67 teachers and 348 students were
registered readers of the library. Both day reading room and night study room were available to the students.

14) Master Dinanath Mangeshkar Mahavidyalaya, Aurad-Shahajani

This was founded by Sharadupasak Shikshan Sanstha-Aurad; in 1970. The strength of teacher and students was 13 and 114 respectively. The bifurcation of students was Arts 78 and Commerce 36. The teacher-pupil ratio was 1:9. There were sufficient play-grounds and facilities for sports and games were given to the students. There was no physical Instructor and the college did not participate in Inter college tournaments. Student's medical examination was done. Vocational guidance was given to the students. The staff members had participated in seminars and conferences. Income was Rs.191356-95 and expenditure Rs. 2,99,468-95/- There was no reserve fund of the college. Book Bank Scheme was under taken by the college with the help of University Grant Commission grant of Rs.8,000/-. There was no hostel attached to college.

There were 12,315 books in the library. In 1977-78 1722 books were added. There were 81 periodicals and 11 were added in the year under study book bank, Night Study, Study Room, Reading Room were the main features of the library.

15) Maharashtra Mahavidyalaya, Nilanga.

This is run by Maharashtra Shikshan Samiti, Nilanga and established in 1970. There were 20 teachers and 241 students.
These includes 182 students in Arts and 59 students in commerce. No medical examination was done by the college. There were playgrounds facilities for sports and games were provided to students. There was a physical Instructor in the college, and the college had participated in Inter-University tournaments. Vocational guidance was given to the student in the college; and college publishes a annual magazine. Teachers had participated in various seminars and conferences. Income of the college was Rs. 1,01,0541-21/- and expenditure was Rs.10,026-35/-. The reserve fund of college was Rs.30,000. purchase of Books, Boys Hostel, Book Bank, were the schemes under taken by the college. National Service Scheme was extracurricular activity undertaken by the students.

There is hostel to this college; 215 boys and 26 girls had resided in this hostel.

There were 10439 books in the library and 789 books were added in the year 1977-78. There were 39 periodicals in the library and 2 new are added in this year. Day-Night library was a main feature of the library. 30 teachers and 560 students are registered readers of the library.

161) Shri Chhatranati Shivali College, Omerga.

This is also first college that had been established in Osmanabad district. This is run by Bharat Shikshan Sanstha Omerga, and established in 1959. There were 37 teachers and students were in Arts, 275, Science 87, Commerce 77, leading
to the total 439. The teacher-pupil ratio was 1:12. College did not take medical examination of the students. There were playgrounds and facilities for sports and games, were provided to students; There was a physical Instructor in the college and college had participated in Inter University tournaments. Vocational guidance was given to the students and college publishes a annual magazine. Income of the college was Rs. 4,07,173-32 and expenditure 6,45,575-14. College had undertaken, construction of college, college hostel of Rs. 3,32,000 of University Grant Commission's grant. There was hostel to this college and 80 students resided in it.

There were 20319 books in the library and 502 books were added in the year 1977-78. There were 19 periodicals. Registered readers of the library includes 37 teachers and 430 students. The main features of library were 18 library was kept open up to 11.00 P.M. for the students. 11) Three to four text books were given to the students for whole year from Book Bank.

17) Dnyan-Prasarak Mahavidyalaya, Kallam.

It was founded in the year 1969 and run by Dnyan Prasarak Mandal, Yermala. There were 19 teachers and 176 students that is in 'Arts 115 and in Commerce 61 students, in the college. The teacher pupil ratio was 1:8. Medical examination of students was done by the college. There were
play grounds and sports and games were provided to the students. There was no physical Instructor and College do not participate in Inter-University tournaments. Vocational guidance was given to the students and college publishes a annual magazine. Staff of the college had participated in the various seminars and conferences. Income of the college was Rs. 6,72,716-29/- and expenditure was Rs. 6,72,716-29. There was reserve fund of Rs. 50,000/- of the college.

Construction of Boys Hostel was under taken by the college with the help of University Grant Commission, National Services Scheme, National Cadet Corps, Women Adult Education classes, were extracurricular activities under taken by the students. There is a hostel and 40 students resided in the hostel.

There were 12,723 books in the library in the year 1977-78, 808 books were added. There were 33 periodicals and 5 new were added to this year. Nineteen teachers and 178 students were the registered readers of the library. Main features of the library were is Night library 7.00 a.m. to 11.00 P.M. University Grant Commission, Book Bank Scheme Reading Room periodicals etc.

13) Arts, Science and Commerce College, Nalurd:

It is run by Balaghat Shikshan Sanstha, Nalurd; and established in the year 1971. There were 15 teachers and 144 students, that is 100 students in Arts, 7 in Science,
37 in Commerce. The teacher pupil ratio was 1:10. Medical examination of the student was done by the college and follow-up work was done. There were play-grounds; sports and games were provided to the students. There was physical Instructor and college had participated in Inter-University tournaments. Vocational guidance was given to the students and college publishes a annual magazine. Staff members had participated in various seminars and conferences. Income of the college was Rs. 3,65,980/55. There was a Reserve fund of Rs. 25,000/- of the college. National Service Scheme was extra curricular activity perform by the students of the college.

There is a hostel and 56 boys and 5 girls resided in it.

Total number of books in the library was 6425 and 946 books were added in the year 1977-78. Thirty nine periodicals were in library and nine were added to this year. Twenty five teachers and 311 students were registered readers of the library. Two books, from Book Bank were given to students. Library remains open from 10.00 a.m. to 5.30 p.m. for students. There were the main features of the library.

19) Tullabhawani Mahavidyalaya, Tulapur

It was established in the year 1971, and run by Shrb Swami Vivekanand Shikshan Sanstha, Kolhapur. There were
10 staff members and 150 students. This had included the 91 students from Arts and 59 students from commerce. The teacher pupil ratio was 1:15. Medical examination of the student was done by the college and follow-up work was also done. There were play-grounds; sports and games were provided to the students. There was physical instructor and college had participated in Inter University tournaments. Vocational guidance was not given to the students. College publish an annual magazine. Income of the college was Rs. 1,56,953-52 and expenditure Rs. 2,00,103-95. There was a reserve fund of Rs. 25,000 of the college.

There were 5360 books in the library, and 660 books are added in this year 1977-78. Thirty periodicals were in library and 7 are added to this year. Eighteen teachers and 300 students were registered readers of the library.

1) Study room 11) Reading room, iii) News papers and periodicals for students and teachers, were the main feature of the library.

20) Shri Kumar Swami Mahavidyalaya, Jupa.

It was established in 1971; and run by Shrimahant Swami Shikshan Prasarak Mandal Jupa. There were 24 teachers and 198 students. The classification was Arts 130, Science 23, and commerce 45. The teacher-pupil ratio was 1:8.
Medical examination of the students was taken by college and
follow-up work was done by the college. There were play grounds and games; sports were provided to the students. There was physical instructor in the college and college had participated in inter-university tournaments. Vocational guidance was given to the students in the college; and college publish a annual magazine staff of the college had participated in the seminars and conferences. Income of the college was Rs. 3,31,200-02 and expenditure Rs. 3,84,668-41. There was reserve fund of Rs. 25,000/- of the college.

There was a hostel and 80 students had resided in it.

There were 7182 books in the library and 823 books were added to this year 1977-78. Forty periodicals were in the library. Thirty six teachers and 443 students were registered readers of library. 1) Reading facilities in reading room from 8.00 a.m. to 5.00 p.m. 2) Night library facilities from 8.00 p.m. to 10.30 p.m. There were the features of library.

21) Karnaveer Yamasagsh Jangdole Mahavidyalaya, Washi

It was established in 1972 and run by Shri Shivaji Shikshan Prasarak Mandal, Barsi. There were 17 teachers in the college and students were in Arts 215, in Commerce 01, making a total of 306. The pupil ratio was 1:18. Student's medical examination was done by the college and follow-up
work was also done. There were play-grounds and sports and
games were provided to students. There was a physical
Instructor and College had participated in Inter University
tournaments. Vocational guidance was given to the students
and college publish a annual magazine. Staff of the college
had participated in various seminars and conferences. Income
of the college was Rs. 1,54,232-40 and expenditure
Rs. 2,05,092-38. There was a reserve fund of Rs. 50,000/-
The scheme of Book Bank of Rs. 7,500/- was under taken by
the college with the help University Grant Commission,
National Service Scheme, extracurricular activity of the
students. There are separate hostels for boys and girls: 24
boys and 7 girls had resided in them.

There were 6878 books in the library and 630 were
added in the year 1977-78. Forty seven periodicals were
in the library two new were added to this year. Twenty five
teachers and 340 students were registered readers of the
library. The main features of the library were i) Reading
room available for students at day and night ill) Free acces
is made available to the T.Y.B.A. and B.Com. students.

Summary of the interviews taken.

Principals, Members and founders of non-government
education institutes, Educationalists, Professors and Social
workers. The points considered while taking the interviews
and the names are given in Appendix C.
A brief summary of the findings is as follows:

1) Standard of education was the lowered, said 98% of the interviewed persons. According to 5 members of the managing bodies of non-government institutions the teachers are responsible for the low standard of university education. They expected that the teachers should work for improvement of the standard of university education. On the other hand, 3 principals and 7 professors said that, not only the teachers but, the social, political, cultural and religious surroundings had affected the education. More educational facilities should be made available. Libraries, educational equipment and Hostels should be made available to the students. For raising the standard of education, teachers, guardians, founders and the members of managements of non-government educational institutes, must try jointly whole heartedly. This opinion was given by 3 educationists and 2 principals.

For this a scheme was suggested by two principals. They explained that all students of a college may be divided in groups and each professor be assigned a group. This group will consist of 15 to 20 students. The teacher should play the role of a guardian of these students. All students of a group should consult the teacher and the teacher should make inquiry into the problems of the students. The teacher should guide them in all walks of college, with special reference to students' attendance, study habits and other personal problems. In brief as a guardian he should pay attention towards the students.
2) Habits of reading, must be cultivated in the students, said three educationists, four principals and three professors, for raising the standard of education. The students should read various books. For this, they must be guided to read books, and take notes. Students must form the habit of reading. Now a days, the habit of reading in students is not cultivated. So this state of affairs must be radically changed. The students read- various guides and notes available in the market and pass the examination. For developing the reading habit, the teachers, have to give more guidance to them. Reading habit is the key of higher education, without which education is not perfect.

The rush in the libraries and the study rooms is observed only in the month of the examinations. This should be changed.

3) The attitude of succeeding in examinations by short-cut methods is growing fast in the students. So, this should be checked. The students do not read books, they cram only questions-answers guides. One principal and two professors said that the scheme of question-Bank and repetitions of questions in examinations, has increased this habit. Many students depend on the chance factor. They prepare few questions only, if these questions are asked in the examinations, then they succeed. But, if not asked, then they get frustrated. So the habit of studying is diminishing in the students keeping them away from achieving the aims of university education. In this
respect a guardian said that, students should develop the practice of reading books and taking notes from the books. This work of the students should be considered in examination.

Many times, while teaching in classes, the teachers give only notes to the students i.e. they dictate notes to the students. Afterwards the students read only the notes, and do not study. These notes are based on mere questions asked in university examinations. This should be stopped, and the habit of reading, studying should be encouraged.

4) University education, beset with various problems.

To-day, university education is beset with various problems. The growth of university education and the change in the pattern of education, had created many problems in university education. The principals of colleges had to face these problems. The major problems were mainly administrative in nature. The problem of sur-plus teachers, problems of admissions problem of buildings, equipments, grants, unhealthy growth of colleges, are some of them. One principal and three members of non-government managements said that, many colleges declared many facilities to the students to induce them for joining their colleges, but these facilities were not given to the students. They increased the enrolments of the colleges in this manner. This practice is not healthy and should be checked.
5) **Boycotts of examinations:**

Three guardians and one principal said that, it is not good to the examination work. This practice is now growing fast and the non-teaching staff, now use this boycotts weapon at the crucial time. The result is that the students and their parents are facing many difficulties, and have to suffer a lot. The effect is that many times for petty reasons, the students also resort to boycotts. So now a days, the problems of discipline are on the increase. The principals of colleges worry about these problems, and are unable to take action.

This should be stopped. Only boycotts on various examinations is not a way of expressing or solving the problems. This should be seriously understood by all the persons concerned.

6) **Latur should be made sub-centre of the university.**

Five principals and seven professors said that, Latur should be a sub-centre of Marathwada university, Aurangabad. In Osmanabad district Latur is a centre place, and the colleges at Latur is more than any other place in the district. So it is to establish a university sub-centre at Latur.

While taking interviews, many persons had suggested solutions to these problems. These solutions are as follows:

1) The condition of minimum number of students that was there (minimum five students for a subject) was not proper. This should be taken-off.
2) Boycotts should be restricted.

3) Libraries should be enriched.

4) More attention should be given towards the students, their presence in the college, tutorials and presence in the library.

5) These should be compulsory library hours to every class.

6) Attempts should be made for raising the standard of education.

7) Rates of hostels and boardings should be low, so that many students can be benefited.

8) Provision of vocation guidance is the need of the hour and it should be made available in all colleges.

9) More attention should be given towards physical education.

10) Vocational education should be given with general education, to the students.

Summary.

University education is at the top of educational ladder. Aims of university education are (1) To seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth, and to interpret old knowledge
and beliefs in the light of new needs and discoveries.

(2) To provide the right kind of leadership in all walks of life, to identify gifted youth and help them to develop their potential to the full by cultivating physical fitness, developing the powers of mind and cultivating right interests, attitudes and moral, intellectual values.

(3) To provide society with competent men and women trained in agriculture, arts, medicine science and technology and various other professors, who will also be cultivated individuals imbued with a sense of social purpose.

(4) To strive to promote equality and social justice and to reduce social and cultural differences through diffusion of education.

(5) To foster in the teachers and students and through them in society generally, the attitudes and values needed for developing the 'good life' in individuals and society.

In Osmanabad district, there were 21 colleges, which include 4 professional colleges, and 17 non-professional colleges. This district comes under the jurisdiction of Karadwada university, Aurangabad. After foundation of this university, university education was started in Osmanabad district. There were six colleges having post-graduate classes. The subjects were in Arts, Marathi, Hindi, English, History, Economics, Mathematics. To Science only Mathematics was a subject. The total number of students attending post-graduate courses was 998. There was not a single college in Paranda taluka.
The total number of professors in the district was 426 and the total number of students taking university education was 8393.

There was only one college, conducted by the Government, that is, college of education, Latur. But it has been closed from the year 1970.

Dayanand Shikshan Sanstha is an educational institute concerned with university education in Osmanabad district. This institute conducts four colleges at Latur. Swami Vivekanand Shikshan Sanstha, Kolhapur is the second educational institute conducting three colleges in the Osmanabad district.

There were 7 colleges at Latur, 3 colleges at Udgir, 2 each in Milanga taluka, Taljapur taluka and Osmanabad, Ausa, Ahmadpur, Bhoom, Fallan, Omerga, taluka has only one college in each. All colleges are at taluka places except (1)Arts, Science, Commerce College, Naldurg. (2) Master Dinanath Mangeshkar College - Aurad-Shahani. (3) Karnveer Namassheb Jagdale Mahavidyalaya, Wadi. Generally all colleges had provided facilities of games and sports to the students. They were having play grounds. Vocational guidance was given to students and many co-curricular activities were performed by the students. Many colleges publish annual magazines. There were sufficient books and periodicals in the libraries, and many library facilities were given to the students, especially, in reading rooms, books, and library timings. Many staff
members participate in seminars and conferences. Few colleges had sufficient buildings.

In interviews, most of the interviewees expressed the view that efforts should be made towards the raising of standard of education. The habit of reading should be inculcated in the students and the attitude to get success in minimum efforts has to be changed. At present university education is beset with various problems and these should be solved. The boycotts on examination must stop. A sub-centre of Marathwada-University should be established at Latur, as it is the central place of the district, and having more college. Some of the interviewees had suggested solutions of some problems. They are to take off the condition of minimum 5 students per-subject, restriction on boycotts, low rates of hostels and boardings, attention towards vocational guidance, physical education and vocational education.
CHAPTER VIII

TEACHER EDUCATION IN OSMANABAD DISTRICT

i) Introduction

ii) Importance of Teacher Education

iii) Primary teacher training institutions in Osmanabad district

iv) Secondary Teacher Training Institutions in Osmanabad district,

v) Importance of Inservice training

vi) Inservice training courses in Osmanabad district

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CHAPTER VIII

Teacher Education in Osmanabad district.

Introduction

In the educational process, the teacher plays an important role. So in planning and executing all educational plans, teachers are active factors. Now a days educational technology is growing faster and faster, but in modern period the role of the teacher is still unchangeable. In other words, the need of a good teacher is expanding more and more. Teachers have to perform many duties including teaching.

Raskin exalted the duties of the teachers; "Education does not mean teaching people to know what they do not know, it means teaching them to behave as they do not behave."

This means, teachers have to teach the students how to behave. Only imparting knowledge is not the duty of the teacher.

It is generally claimed that the future of a country, even of the world lies in the hands of the teaching profession. The importance of the teacher was recognised long ago and so the teacher was honoured and his status was higher than that of kings.

1) लिंग पौडेल, व विजयनर मुकुर्में, आजा विषम आजबा सम्पादन, श्री विद्याधर प्रकाशन विश्वविद्यालयी १९५४-५६ - १९५५.
Now the status of the teacher is not as high as it should be, previous status is not given to the teacher. We will have to earn and deserve it. This point is well stressed by Mr. William Carr, Secretary General of the World Confederation of Organisations of the Teaching Profession, he stresses for a New Deal for the Teacher. "The status of the teacher in this world will be achieved when every teacher is immensely proud of his calling. I do not say boastful, I say proud, so that he feels a quiet satisfaction in the fact that he is able to follow his calling. And when every teacher is proud to teach, then we shall not hear so much about the status of the teacher. We won't hear teachers say, when some one asks them what they do for living, "I am just a kindergarten teacher," or "just an elementary teacher", or "I am only a teacher of Science in a Secondary School." You don't hear doctors say, "I am only a brain Surgeon." We will come to the point when the words "just" and "only" will be dropped and we will be happy and proud to say; "I am a teacher."  

The importance of the teachers in the educational programme of a country is too great. They are the Pivot of the System. It is the teachers who interpret the curriculum and aids of instruction. It is they who give an impress of their personality to the children. The teachers had played an important role in the making of a nation. The quality of the men

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2) J.C. Agarwal, Progress of Education in Free India, Arva Book Depot, New-Delhi, Second Edition 1973, P.317
in country are determined by the type of teachers that a country possesses. Teachers work as active agents in ushering forth a new social order and economic policies which in turn affect educational policies.

So the teacher is a great important factor in the field of education. His place is very high in education. No education will do worth without a good teachers.

**Importance of Teacher Education :-**

There was a belief some time ago that teachers are born and not made. Mastery of the subject matter was all that was expected of a teacher; with the advancement in Sciences and Humanities, the old belief has changed. Teaching, now, regarded as an experts job and as such is/some sort of training is deemed essential. In fact, the whole concept about teachers and teacher education has undergone a great change.

Education of teachers is of great importance to make education more effective. Education degenerates into formal instruction in the hands of untrained teachers; Education becomes meaningless and dull under their charge. Teacher Education prepares the teacher for his job and makes him competent. He discovers his ability and makes proper use of it. Education therefore, is rendered more effective at the hands of trained teachers.
It has been realised that there are certain qualities which a teacher acquires through Teacher-Education alone; these are physical, intellectual, social and emotional qualities. Now, it is quite obvious that Teacher Education is of paramount importance. It is expected to raise the general standards of teaching and learning. With the diversification of courses, the teacher has to occupy an important place in the educational system.

Dr. D.S. Kothari opined this, on the subject. "A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions. In the absence of other influences, a teacher tries to teach in the way in which he himself was taught by his favourite teachers and thus tends to perpetuate the traditional methods of teaching. In a situation like the present, when new and dynamic methods of instruction are needed, such an attitude becomes an obstacle to progress. It can be modified only by effective professional education which will initiate the teachers to the needed revolution in teaching and lay the foundations for their future professional growth. First rate teacher training institutions can thus play a crucial role, in the development of education."

Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession; providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective. In view of the rapid expansion of educational facilities expected during the next three plans, and specially in view of the urgent need to raise standards to the highest level and to keep them continually improving, these problems have now acquired unprecedented importance and urgency.

So, no other single factor can make such a vital difference for the better as a proper system of teacher
education and a "break-through", here is urgently necessary. It does not really involve any additional expenditure, all that it implies is the incurring of an expenditure which Government of India will ultimately have to be incurred under any circumstances, but which would lead to great improvement in quality, if incurred in the near feature.

For the present unfortunate crisis in education the training institutes are responsible and they cannot escape from the stigma of being instrumental to all round falling standards in the country. The future of education depends on the teacher and the quality of the teacher is the sole responsibility of the training agency. A wrong teacher spoils the class but a wrong training agency spoils the nation.

V.L. Sharma, explains the importance of Teacher Education as, "If a single remedy is to be suggested for all the ills in the field of Indian Education, it is in regard to teacher education. More than any other factor, the failure of education can be attributed to the lack of professional zest and dedicated devotion among the teachers. Since a nation's future depends on its educational system which cannot rise above the level of teacher, it is important to strengthen teacher education". 4

From the above discussion, it is seen that teacher is important and teacher-education holds a key in education.

Aims of Teacher Education.

In the world of to-day three explosions have taken place in the last three decades. The first is Explosions of demands from Education; The Second is Explosion of knowledge; and the last Explosion of population. All these affected the aims of Teacher Education.

The following are the aims of Teacher Education.

1) To acquaint the teacher with philosophical background of education.

2) To provide the working knowledge of experimental Psychology to the teachers.

3) To provide knowledge of dynamic sociology to the teacher.

4) To make teachers well acquainted with new researches in the field of knowledge.

5) To inculcate a right attitude towards the International understanding.

The following are the objectives of Teacher-Education

1) To give full knowledge of concerned subject from the view of subject knowledge and methods of teaching.

2) To give knowledge of student's psychology, principles of teaching and necessary knowledge of handling the class.
31) To create ability of giving knowledge to the class, considering the intellectual level of students.

4) To create the ability of using and preparing teaching aids.

5) To prepare the teachers, for planning and organization of knowledge, which they are going to impart to the students.

6) To create the ability of changing the Methods of teaching, taking in consideration, the individual needs of students.

7) To inculcate faith in Democracy in the teacher and inculcate proper attitude in the teacher for, inculcating the faith in democracy, into the students.

8) To prepare teachers, for evaluation of students' achievements.

9) To create the ability of planning, supervision and participation in Co-curricular activities.

10) To inculcate the qualities like industriousness, impartiality, and balance of mind.

Teacher-Education in Osmanabad District.

Now this researcher turns to discussion about the present position of Teacher Education in Osmanabad district.

There were seven Junior Colleges of Education and two colleges of Education in the district.
Junior Colleges of Education

As stated above there were seven Junior Colleges of Education in district. The figure includes one Pre-Primary Junior College at Latur and one Junior College for "In-service" education only.

Four Junior Colleges, one each at Osmanabad, Latur, Turud, and Uleir were conducted by the Government of Maharashtra and the remaining three Junior Colleges were conducted by Swami Vivekanand Shikshpan Prasarak Sanstha; Kolhapur. These colleges were at, Osmanabad, Tuljapur and Nalburg.

1) Government Junior College of Education, Osmanabad

This is conducted by the Government of Maharashtra and is a very old college in the Osmanabad district. This college did not prepare students for Diploma of Education examination. There were no regular students in this college, but it was used for in-service education. The total teaching staff was nine which includes two part-time teachers. Inservice educational courses were arranged in the following subjects
- (1) English
- (2) Head Masters Orientation
- (3) Condensed Courses for teachers.

A batch of 35 teachers was allotted per month to this college and in service education was given to them. In one year nine to ten batches were allotted to the college.
2) **Junior College of Education, Osmanabad**

This college is conducted by Swami Vivekanand Shikshan Sanstha Kolhapur, and was established in 1968. This was a comprehensive training college and was attached to college of Education. There was a common Principal for college of education and Junior College of Education.

This college is benifitted by the books, equipment and staff of the college of Education.

The total strength of the staff was 9 and the total strength of the students was 102. There was a single division each of 50 students for the first year and second year. This college does not had separate buildings and play grounds.

The building for both the colleges was common. Similarly the, Library, Laboratory were also common. Physical education was taught at the Higher level, and first work and paper work were the subjects of work experience in this college. The result of Diploma of Education examination was 85%. Various activities of students were organised by the College.

3) **Government Junior College of Education, Yurud.**

This is conducted by the state government of maharashtra. This is also one of the old colleges in the district.
There were 11 members of the teaching staff in the college. The college had a separate building and there were two hostel buildings, one for boys and another for girls. There were play-grounds and the college was well-equipped with the teaching aids. Agriculture was taught at Higher level and Paper Work and Pret Work as a work experience. There were two divisions for each year, the total being four divisions. There was one division of Inservice training. The subjects of the Inservice education were Science, English, and Condensed course.

The college possesses its own land for agriculture and all necessary equipment. There was a provision of water for agriculture and there was an electric pump for water supply. The college had a good library, laboratory and various teaching audio-visual aids. Various Co-curricular activities were conducted by the college.

4) **Government Junior College of Education, Latur**

This was also conducted by Government of Maharashtra. This was the only college preparing the teachers for pre-primary schools. There were two divisions of each year; and the total strength of the students was only 80. This college was also a comprehensive college, as it was attached to Government college of education, Latur.
This college was benefitted by the college of education library, laboratory and other teaching aids and various materials. The trained, experienced staff of college of education was available for guidance and co-operation. The total strength of teaching staff was 4.

As it was a college which gives comprehensive training, there was no separate college building. The building and play-ground were common to both the colleges.

Various co-curricular activities were organised by the college.

5) Government Junior College of Education, Miraj

This is conducted by the Government of Maharashtra; and had a building of its own. There was one division in each year and in addition to this a division of inservice training was also allotted to this college.

The peculiarity of this college was that this college is receiving special help from United Nations International Children's Educational Fund; for improving Science Education. Science apparatus of Rs. 55,000/- will be received by this college in due course of time. Laboratory was well equipped with necessary furniture and apparatus.

In service training courses of National Council of Educational Research and Training; Science were conducted in this college. The total strength of the teaching staff of the students was 50, in addition to 35 to 40 teachers of inservice education.
There was a playground and sufficient space for future development. Spinning and weaving were taught as work experience.


This college was established in the year 1956 and conducted by Swami Vivekanand Shikshan Sanstha, Kolhapur. Total number of staff of the college was 13. This includes non-teaching staff also. The total number of students was 87. These were two divisions each of the first year and the second year.

In service training courses were also conducted in this college. Generally in-service training courses, in National Council of Educational Research and Training Science were conducted in this college. Spinning and weaving were taught at higher level as work experience.

The college had separate building and library was good enough. There were part-time teachers for Drawing and physical education. The annual result was 78.5%.

Various students activities were organised by the college.


This was established in the year 1961, and conducted by Swami Vivekanand Shikshan Sanstha, Kolhapur. There were 13 staff members including 7 teaching and six non-teaching members. There were two part-time teachers.
Agriculture was taught at the higher level. Work and Gardening was organised as work-experience.

There was a separate building and sufficient play grounds. Library, Laboratory was well-equipped, with trained staff. Various students activities were organised by the college. There were two divisions one of each year.

Colleges of Education.

There were two colleges of Education; one each at Osmanabad and at Latur. There were:

1) College of Education, Osmanabad;

The brief information of these colleges is as follows:

1) College of Education, Osmanabad.

This is conducted by Swami-Vivekanand Shikshan Sanstha, Kolhapur. It was established in the year 1960. This was the first training college in the district, for secondary teachers. The total number of teachers was 14. The enrolment of students in Bachelor of Education Class was 318 and in Master of Education class was 18. The Master of Education course was vacational course, and in year 1977-78, there was a vacational Bachelor of Education course. Total strength of this course was 204. The teacher pupil ratio was 1 : 10. There were play-grounds and facilities for games were provided to them. This college had organised a seminar on Adult Education. There was no separate Hostel in this college. There were 7368 books in the library. In this year 1977-78, 302 books had been added. There were 23 periodicals in the library.
and 8 were added during the same year. There was a separate
reading room, study room and provision of Night Library.
The Bachelor of Education Vocational Course was in exist
for 1977-78 year only.


It was established in the year 1966 and controlled
by Government of Maharashtra. The total number of teachers
was 11; and that of students 87; including in Batcher of
Education class, 80; and Master of Education Class 7;
respectively. The teacher pupil ratio was 1:10. This
college publishes an annual magazine and all facilities were
provided to the students. The college had a scheme of
Book Bank of Rs.8,000/- received under University Grant
Commission. Educational excursions and college day were
the main extra curricular activities, undertaken by the
students. There was boy's hostel attached to this college
and 16 boys had reside in the hostel.

There were 13,110 books in the library and 245
books were added during the year 1977-78. There were 30
periodicals in the library. This college had been
closed from year 1979.

In the year 1977-78 in all 308 secondary teachers
were trained in the above two colleges.

In-Service Training :-

In-service training of a teacher implies the
imperative need of the education which a teacher receives
after he has entered the teaching profession and after
he has had education in a teachers' college.

Rabindranath Tagore thinks, "A teacher can never truly teach, unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame."

The University Education Commission had rightly stated the need and importance of in-service education. It is stated that, "It is extra-ordinary that our school teachers learn all of whatever subject they teach before reaching the age of twenty-four or twenty-five and then all their further education is left to "experience" which in most cases is another name for stagnation. We must realize that experience needs to be supplemented by experiment before reaching its fullness, and that a teacher, to keep alive and fresh should become a learner from time to time." Constant out pouring needs constant intaking. Practice must be reinforced by theory and the old must be constantly tested by the new."

The Commission on Teacher Education in U.S.A. explained this clearly as, "The continued education of teachers means much more than making up defects in preparation. It means continuous growth in capacity to teach. It means broadened understanding of human development and human living. And now more than at any previous period

in school history it means growth in one's capacity to work with others, with class-room teachers and principals, in variety of activities, with the administration with parents, and community teachers and with children of different age groups."

A thinker observes that the true teacher is a student to the end of his life. No college or course can teach a doctor all that he has to learn; his practice will go on gradually widening the sphere of his knowledge. What is true of a doctor is also true of the teacher. He must catch a spirit of Thomas Arnold, the eminent teacher at Rugby; who said, "I prefer that my students should drink from a running stream rather than a stagnant pool."

The Ministry of Education in England has stated this as, "The hallmark of a good teacher is that he is himself always learning and always developing his knowledge, and understanding of children and young people. In short a teacher should be a person who, because of his attitude to knowledge, to ideas, to his fellows and to life is generally is better educated today, than he was yesterday, and will, tomorrow be better educated than he is today."^8

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7) Ibid. p. 314.
8) Ibid. p. 315.
From all the above discussion the importance and nature of inservice training or education of a teacher is well understood. It is now proposed to study the programmes of in-service training of teachers in Osmania district.

In the year 1977-78, 53 teachers from Zilla Parishad High schools and 147 teachers from non-government High schools were deputed for Bachelor of Education Course.

The following table shows the subjects and number of primary teachers deputed for in-service training. The centres of in-service training courses were Osmania, Murud, Udgar, Tenilapur and Maldurg.

TABLE NO. 3(1).

<table>
<thead>
<tr>
<th>Serial Number</th>
<th>Subject of inservice training</th>
<th>Number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>N.C.E.R.T. Science for Std.III, V, &amp; VII.</td>
<td>114</td>
</tr>
<tr>
<td>2.</td>
<td>Maths, and Science.</td>
<td>140</td>
</tr>
<tr>
<td>3.</td>
<td>Condensed course 1</td>
<td>145</td>
</tr>
<tr>
<td>4.</td>
<td>Condensed course 2</td>
<td>140</td>
</tr>
<tr>
<td>5.</td>
<td>Head Masters Training</td>
<td>135</td>
</tr>
<tr>
<td>6.</td>
<td>English</td>
<td>145</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>819</td>
</tr>
</tbody>
</table>

9) उद्यानालय फिज़क परिषद, नागरिक प्रगाढ़ विभाग, बाझूंगुण रेटिंग प्रेस लाहौर 1977-78 प्रकाशन २१ वे पृष्ठ -२
From the above table, it is seen that 310 primary teachers received the in-service training.

The duration of the in-service course varies from subject to subject. Every teacher gets daily allowance and travelling allowances for attending the course in addition to his salary.

Summary of Interviews.

This researcher took interviews of principals of primary and secondary training colleges, professors and members of private institutions. The brief summary of the interviews is as follows:

1) The standard of training colleges:

All the interviewed persons agreed that the standard of training colleges had gone down. One principal and two members of non-government colleges said that, these colleges are not run on right lines. Their routine is not proper. In training colleges the trainees do not receive proper guidance and training of conducting schools.

The staff of the training college is not well acquainted with new methods and researches in education. They do not study and teach properly. Observing of lessons is a tiresome and many staff members do not enter the class, but give the remarks on lessons. This should be stopped. A training college is a place where new experiments and new methods must be tried out and solutions to various problems must be supplied. This view was expressed by four teachers from training colleges and
and three Head Masters of practising schools.

2) **In-service training must be intensive and proper.**

Four professors and two principals stressed the need of in-service training. But they were not satisfied with the working of the in-service training. They said that, the resource persons were not having clear ideas about matter, method. Many times, this inservice training was a time killing process.

So the need is that, proper resource persons, having clear ideas and faith in inservice training should be appointed as resource persons. Such trained and learned person, must be given all powers, of conducting and controlling the inservice training classes.

3) **In-take capacity of Colleges of Education.**

All agree that the in-take capacity of these colleges should be tuned to the need of the schools. There must be planning about the need of the teachers for the next five years. All these training colleges should be given classes of in-service training. Four teachers of training colleges said that the out-dated syllabus of D.Ed. should be revised.

4) **Need of more Pre-primary teachers.**

In Osmanabad district, there is only one training college for pre-primary teachers. There is need of more trained pre-primary teachers. The number of admissions to this college should be increased. There should be more students in a college for pre-primary teachers.
5) **Sick schools should be taken over by the training colleges.**

This scheme was explained by two professors of secondary training colleges. They said that 'Sick schools' i.e. having result of their school below 20% should be attached to the training colleges. These training colleges should, train the teachers from these sick schools. They can conduct some experiments and find out the ways of increasing the results.

6) The suggestion that more students, having Bachelor and Masters degree in Science should be admitted, was stressed by 4 members of non-government institution. They said that more science teachers were wanted now also. So a college of education, Osmania district should admit only 150 students out of which 50 students should be Science graduates.

7) **In-service training to the teachers of Higher Secondary Schools.**

It is necessary to give some special training to the teachers, teaching Higher Secondary Classes. In such training subjects like self-study, Reading of the books, Note taking, Taking interviews; Vocational guidance; Giving references; etc. should be introduced. Those teachers especially in colleges, teaching Higher Secondary classes, should be trained. Shivali University is conducting such a training class for these teachers. So these teachers should be trained.
8) **Training of 'Adult Education' Teachers.**

Every training college should be conduct a class, of 30 students, of Adult Education Teachers. Special training is needed to these Adult education teachers. It will be helpful to teacher educators also to understand the problems of Adult Education, on the other hand trained teachers will be available for these classes.

9) **Orientation to College teachers.**

Principal of secondary training college and 3 principals of Arts, Commerce, Science, Colleges, explained their opinion on the orientation of college teachers, as need of the time. Such an activity is going on, in the Bombay University. They said that new teachers from the colleges, should be oriented. This orientation should include: 1) Educational Psychology, 2) Teaching methods and evaluation, 3) Importance and objectives of University Education, 4) Elements of Research methodology. In addition to this, the trainee has to deliver 5 lectures under observation, write 5 essays and study of five lectures. This syllabus is being conducted in the Bombay University. This course should be started by Narathwade University also. This will helpful in increasing the standard of University education.

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10) **Mahrasthr Tarkamu, Dinakar 29/12/1940, Sarsa Vidymhapati Anuk. Praksham Upakram, Maghe 1, Ra Prakrisa Pustak-2.**
Summary.

Teacher plays an important part in Education. So the importance of teacher Education is increasing day by day. (M.L. Sharma has explained the importance of Teacher Education.) The aim of teacher education is to acquaint the teachers with Philosophical, Psychological, Sociological and Spiritual background and of research in the field of education and techniques and methods of teaching.

There were seven Junior colleges of Education, that is primary teachers training institutes, in the district. Out of these one was serving as In-service training institute and one as pre-primary training institute. Four Junior colleges were conducted by State Government and three were conducted by a non-Government management. There were two comprehensive colleges of Education one at Latur conducted by Government and the other at Osmanabad conducted by non-government management.

There were two colleges of Education, one at Osmanabad and the other at Latur.

In-service training was given only for primary teachers. In the year 1977-79, 810 primary teachers got the benefit of In-service training. In the interviews, many of the interviewee stressed on the improvement of standard of training colleges and their working. They suggested that they were responsible for lowering the standard of Education. So more intensive In-service training should be given to the teacher educators. They suggested to increase the strength of pre-primary training colleges.
CHAPTER IX

TECHNICAL EDUCATION IN OSMANABAD DISTRICT

i) Introduction

ii) Importance of Technical Education

iii) Aims of Technical Education

iv) Technical Education in Osmanabad district

v) Summary of Interviews taken

vi) Summary
CHAPTER IX

Technical Education in Osmanabad District

Introduction

All over the world, it is accepted that Science and technology are important to human welfare. It means that Science and technology are the tools which, when properly applied, can ensure more and better food suitable and sufficient, more and better housing, more and better education; and better health. What is important to see, however, is that the availability of science and technology does not guarantee the automatic economic development of a country. If science and technology are to contribute to productive processes, special talents must be developed and the population trained to apply the knowledge and technique effectively on a broad front. The availability of people with the necessary skills determines the direction and rate of economic growth of developing countries. In the final analysis, it is the ambitions and the know-how of the people of developing countries that will determine whether minerals stay underground or are transferred into goods useful to man; whether oil remains hidden or becomes a major source of power and heat; whether roads remain mudtracks or are transferred into the arteries of trade and commerce; whether or not education is available for youth and for old age.
In fact, the most important investment that any country can make, whatever may be its stage of economic development is in its human resources, that is, in the education and training of the people in institutions that create incentives and enable the individual to realise his aspirations.

So to have trained people, it is necessary that special education should be given to them; this education is Technical education, which accelerates the growth of industries and welfare of people.

**Importance of Technical Education**

The importance of Technology and science and their achievements have been realised by all. The place of Technical Education is unchallengeable. For fulfilment of the needs of people, industries should be expanded and consequently trained persons, for the industries should be available. Thus technical education will accelerate the development of the nation and will result in more facilities and comforts for the people.

Dr. Mudliar had explained the importance of Technical education: "It is generally believed that the physical resources that are available in country in coal, iron, manganese, gold, and many other varieties of mineral wealth will help in the making of a highly prosperous State; but it is forgotten that the presence of rich mineral resources will by itself not make a State prosperous, nor will the absence of the resources
necessarily mean the poverty of the State. Thus for instance though countries like Japan, Switzerland, Holland and other possess little or no physical resources of this kind, the prosperity achieved by these nations has been spectacular, more so in recent years. The greatest wealth of the country is not to be found in the bowels of the earth but in the ingenuity and skill of the people; The United States of America is noted for being the richest country in the world today; but her present position is not solely due to her natural resources but to the techniques that have been evolved and the 'know-how' methods that have been adopted through the education imparted to the citizens.\textsuperscript{1}

Again in the same Report Dr. Vudliar emphasises the importance of technical education, from the point of view of the individual, real education consists in planning, executing and finally achieving some thing of which he can feel satisfied. It is indoing that ingenuity develops. Here in lies the importance of Technical education in so far as it is a method of education which will conduce to an all round development of head and hand and will ultimately give young pupils the joy of having achieved some thing by their own initiative and labour.\textsuperscript{2}

\begin{itemize}
  \item \textsuperscript{1} Govt. of India, Report of the Secondary Education Commission, Govt. of India, Printing Press, Nasik. Sixth Reprint June 1965, P.32-33
  \item \textsuperscript{2} Ibid P.33
\end{itemize}
The importance of Technical Education increased, due to the Researches in Education and the importance of individual differences. It is clear that Technical education is basic, in the all sided development of a country. So after independence progress in Technical education was accepted as progress of the nation. The fast development in different industries creates the need of more trained, skilled workers, in all the fields. This need can be fulfilled only by Technical education.

Aims of Technical Education.

In the 12th Seminar of 'UNESCO' held in December 1962, the following aims of Technical education were discussed.

1) Technical education is necessary as to make people acquainted with the progress in Technical fields and scientific fields. They must be able to live in this world of Technology and Science.

2) Due to the various developments in the industrial techniques, skilled operators and investigators are wanted. Still the nation has to bargain for the Technical assistance to other countries. The nation should be self-dependent in this field also. So there is a need of technical education.

3) Due to the explosion in the field of Technical knowledge also there is specialization. so the aim of technical education is to fulfill the need of skilled and trained people in all fields of developments.
4) To train technicians and skilled labours at all level.

5) For National development, it is essential to know the natural resources, that are in the country; and how to use all these resources for national development. For this use, the technicians and skilled, trained labours are essential. Our country is a developing country, so the need of technical education is unchallangeable.

VII) Lastly the most important aim of technical education is the reconciliation of human power and available resources and aids.

Technical Education in Osmanabad district-

It is now proposed to examine the Technical Education in Osmanabad district.

In Osmanabad, there were two Government Technical Centres; one at Latur and the other at Osmanabad. These centres were well-equipped and there was a well-trained staff. They had got sufficient building. They served as central workshops and teaching centres for the technical subjects at High School level and at Junior college level.

Technical High Schools and Higher Technical Schools are those, which have a technical optional subject along with compulsory subjects.
1) Government, Technical Centre; Latur

This centre was conducted by Government of Maharashtra, and was established in 1964. Eight High Schools were attached to this centre. Similarly three Junior Colleges were also benefited by this centre.

This centre was well-equipped and there were well trained teachers, teaching technical subjects. The total strength of boys from standard VIII to XII was 600. They cover the syllabus for secondary and Higher Secondary Schools. The subjects that were taught include the practicals and theory of carpentry, Turning, Welding; Black Smithy, Electrical fitting, workshop Technology and Engineering Drawing.

2) Government Technical Centre, Osmanabad.

This was also conducted by Government of Maharashtra and was established in 1 August 1970. There were two High Schools attached to the centre, for technical subjects. There were,

1) Zilla Parishad High School, Osmanabad and
2) Bhosale High School, Osmanabad

Two Junior Colleges were benefitted by this centre.

These were

1) Ramkrushna Paramhans college, Osmanabad
2) Zilla Parishad High School, Osmanabad
The teaching staff in this centre was eleven in number. The total number of candidates was 233. This strength includes the students from standard VIII to X. The total strength of Junior Colleges was 120.

This centre was well equipped and well trained staff was employed. The only difficulty was that, this centre did not have a suitable building, of their own.

The students from the above said High Schools attend this centre for one day; in a week. The days were fixed for every standard. In the morning session theory was taken and in the noon session practical was taken. These centres taught the syllabus and subjects prescribed by state board of secondary and Higher Secondary Education and prepares students for these examinations. One of the objectives of these technical subjects was to create interest for technical subjects. Students were benefitted to continue Higher Studies in Technical subjects, after completing their secondary and higher secondary education.

Industrial Training Institute; Latur

This was the only institute in Osmanabad district, training the students for various jobs in Industries. This was founded in 1963 and is conducted by the Government of Maharashtra.

This institute had own building with various types of equipment. There were big and sufficient work shops. For some trades the equipment was not sufficient. The total strength of
the teaching staff was 62 and the non teaching staff was 85, making the total strength 115.

The entrance qualification for this institute was passing of secondary school certificate examination; but there were some trades, which admit below above qualification. The age limit was 15 to 25 years. A stipend of Rs. 25/- per month was given to 33% students out of the total number of students. The hostel facility was provided. The admission was given to the students by a committee appointed by the Government. They interview candidates. There is a provision for giving aptitude tests to the candidates. The total strength of this institute was 616.

The following were the trades, that were taught in this institute.

1) Draftsman Civil  
2) Draftsman mechanical  
3) Draftsman Electric  
4) Wireman  
5) Radio Mechanic  
6) Motor Mechanic  
7) Fitter  
8) Turner  
9) Machinist  
10) Tractor Mechanic  
11) Painter  
12) Diesel Mechanic  
13) Welder  
14) Stenographer-Marathi  
15) Stenographer English  
16) Moulding  
17) Tailoring and cutting  
18) Electrician  
19) Carpenter  
20) Plumber and  
21) Auto electrician  

The duration of the training depends upon the trade. Some courses are of a year's duration and some are of the duration of two years. Some courses are of six month duration. The strength for different trades varies from 12 to 16.
Puranmal Lahoti Government Polytechnic; Latur

This is only Poly technic teaching the diploma in Engineering to the students. Puranmal Lahoti had founded this institute. So the name was Puranmal Lahoti Smarak Technical College. At that time the courses of diploma in Civil engineering was taught. The number of students was 60. The duration of the course was two years.

In 1962, Government of Maharashtra had taken over this institute; and from this year, this polytechnic is conducted by the Government.

Now, in this Polytechnic, there are two wings, Civil and Mechanical. Every section had 66 students. The number of the staff, including teaching and non-teaching was 98.

Teaching staff of the polytechnic was well-trained and participated in various seminars and conferences. In this year 1977-78, The Head of the Civil Department, had attended the conference on Docks and Harbours, in Advanced Summer School at Tutikorin. A member of the staff attended two winter school seminars one each at Nagour and Allahabad. Subjects of the Seminar were, Head treatment of Metals and Metallurgy respectively. The Seminar on Metallurgy was organised by curriculum development centre.
A lecturer in Electronics, attended the Summer School at Kotta, in Process Control Instrumentation. He also attended the seminar on, Process Instrumentation at Gorakpur.

The building of the polytechnic was commodious, having two stories. The laboratories were well equipped. The polytechnic had adequate play grounds; and had its own Hostel building. The Surrounding of the institute was peaceful.

The library of the polytechnic was well furnished and the total number of books was 6,279. There were following facilities in the library for students.

1) **Book Bank Scheme**- There were 365 books; and forty students got the benefit of this scheme.

2) **General Book Bank**- This scheme was implemented students aid fund; and with the help of the students; staff; professors; and donors. From this scheme sets of books were given to poor; deserving students. There were 385 books under this scheme. Eightysix students were getting the benefit of this scheme. This scheme was implemented for all.

3) **Backward Class Book-Bank**: Backward class students were benefitted by this scheme; as these students are eligible for this scheme, only.

There were 562 books under this scheme and 72 students were getting books from it.
4) Periodicals- In the library, there were 10 Technical monthly magazines and 24 monthly magazines of general nature. There were 8 daily newspapers also.

5) Study library and Night library: There was a provision of Night Library in a separate study room. It remained open up to 12–00 midnight. All students got the benefit of this facility. The library was well furnished and there was a prestosign to get the knowledge of books in the library. Environment of the library was peaceful.

Summary of the interviews taken- This researcher interviewed principal and professors of Parammal Lahoti, Government Polytechnic, those of Industrial Training Institute and Government Technical Centres. The summary of the interviews is as follows.

1. Technical High Schools: In Osmanabad district, there are only 11 Technical high schools. This number should increase and this branches should be started at many other places. This opinion was given by five Head masters. They suggested that, these can be started at Murud Taluka Latur; Udgir, Nilang; Ausa, Paranda and Bhoom, Killery Taluka Ausa. Now parents are demanding for facilities of technical education. So it is necessary to increase the number of technical High schools.
2) **Engineering:** The Principal and staff of the Polytechnic said that, this polytechnic could be converted into a degree college. There is no Engineering college in the district. As the process of Industrialization is going on in the district; this need is strengthened. This polytechnic is having qualified staff for an Engineering College, the library is good and there is building for its upgradation.

3) **Industrial Training Institutions:** Mini Industrial Training Institute can be started at Osmanabad, Ahmadpur and Udghir. The total number of the Industrial Training Institute Students, should not be increased. This opinion was given by Principal of Industrial Training Institute. In his opinion, there are no industries in the district. So there is no need to increase the strength of Industrial Training Institute. This principal further said that the standard of attainment of the students getting admission is very low. Some of them lack in elementary skills. He further complained that the staff was not working willingly. The library of Industrial Training Institute should be developed.

4) The opinion, that Diplomas in production and chemicals should be started, was expressed by six professors. They said that along with these diplomas, Diploma in Mines; Textile diploma were the needs of the district.
Diploma in Electrical Engineering should also be started in the polytechnic. Dairy diploma should also be started at Udghir. The first two years of this diploma should be at Polytechnic at Latur.

5) Orientation—There must be orientation and in-service training for those students, who have completed the Technical training. This suggestion was expressed by two professors of Polytechnic. In his opinion, as in other fields, the in-service training is essential to these pupils also; and well learned—well experienced persons, from the technical institutes should organise these courses and fulfill the need of technicians.

Summary—

In Osmanabad district there were only eleven Technical High Schools and six Higher Secondary Technical High Schools. There were two Government Technical Centres; one at Latur and second at Osmanabad.

There was one Industrial Technical Institute at Latur, having a strength of 616; students. Total number of staff was 115. In this institute 21 trades were taught.

Puranmal Lahoti, Government Polytechnic, Latur, was the only Polytechnic in the district. Two diploma courses were run in this institute (1) Diploma in civil engineering (2) Diploma in Mechanical Engineering. In all 66 students are admitted per diploma.
The total number of staff was 98. Polytechnic had well-equipped workshops and trained staff. The library had many facilities.

During the course of the interview the need of more Technical High Schools was expressed by many interviewees. Some of them demanded a degree Engineering College at Latur. Some stressed the need of Mini, Industrial Training Institutes and Diploma in Production and Chemicals. Orientation after training was also demanded by some. Many teachers thought that there was a greater scope for introducing practical to schools.
CHAPTER X

ADULT EDUCATION IN OSMANABAD DISTRICT.

1. Introduction.

2. Aims and scope of Adult Education.

3. Adult Education in Osmanabad District.

4. Summary of Interviews taken.

5. Summary.
ADULT EDUCATION IN OSMANABAD DISTRICT

Introduction:

It is an accepted fact that education does not mean school education only. Education should continue throughout the life of a man. So it is necessary to give education after school education. Secondly it is also necessary to provide education to those who had received some school education but not completed it. Again it is necessary to provide education to those who, for some reason or the other had remained out of schooling.

In short it is necessary to literate the people and provide facilities of continuing education according to the needs of the people.

Adult-education had been reinforced to fulfill all the above aims. Let us assess the scope and importance of Adult-education.

SCOPE AND IMPORTANCE OF ADULT EDUCATION.

The Education Commission, 1964-66, has rightly stated the importance of adult education. "Education does not end with schooling but it is a life long process. The adult to-day has need of an understanding of the rapidly changing world and the growing complexities of society. Even those who have had the most sophisticated education must continue to learn, the alternative is absolute science." 1

Adult education is important for the nation also. Dr. Kothari stated, "one of the major planks in the strategy of a society which is determined to achieve economic development, social transformation and effective social security should be to educate its citizens to participate in its developmental programmes willingly, intelligently and efficiently. This is particularly urgent in a society in which masses of the people have missed schooling and in which the education given has been irrelevant to the developmental needs."  

"No nation can leave its security only to the police and the army; to a large extent national security depends upon the education of citizens, their knowledge of affairs, their character and sense of discipline and their ability to participate effectively in security measures."  

The scope of adult education is wide, as wide as life itself. Its requirements are somewhat different from those of the normal school system. It depends on the supports it receives, and upon a competent administrative machinery. 

Adult education plays an important role in a country's economic and social development. In the words of Prof. V.K. R.V.Rao, Member of Planning Commission, "without adult education and adult literacy, it is not possible to have
that range and speed of economic and social development which we require, nor is it possible to have that content or quality or tone to our economic and social development that makes it worthwhile in terms of values and welfare. A programme of adult education and adult literacy should therefore take a front place in any programme for economic and social development.\textsuperscript{4}

From the above quotation it can be said that adult education is important and its scope is very wide. Adult education does not mean, only to literate the people. The scope of adult education has been extended, and now it includes all education necessary for every man. As the world is changing, new discoveries are changing our modes of life and we feel the shortcoming of our gained education. In this new situation some learned people can live but what about half literate or illiterate people? They need some guidance and that guidance can be given through adult education. To understand the situation and problems, it is necessary, to create confidence in their minds and develop awareness of their duties and rights.

This can be achieved through adult education. For the progress of the nation it is necessary that all people should understand their duties and ways of adjustment to the modern world. They should also know how to get more benefit of science and technology, how to increase the capacity of work and production. All this needs further

\textsuperscript{4} Ibid P. 423
education, further training and information. With a view to achieving the above objectives it is necessary to implement the programmes of adult education properly.

Aims of Adult education.

Adult education existed even thirty years ago during the British regime but its scope and contents have undergone radical changes since then.

The present National Adult Education Programme was started on 2nd October 1973. This Adult Education was formerly called as 'Social education'.

The main objectives of this education are:
1) Improvement in the living of people through increase in national productivity.
2) To enrich the people of the country so that they should be citizens to perform their duties.

For social education, many schemes were implemented such as village upliftment programme (Gram-shikshan Mohom) and Farmer's literacy programme (Kisan Shikshan Mohim).

Now the approach towards this adult education has been changed. It is three sided now. These are the follows:
(1) To make the people conscious of their needs and necessities.
(2) To provide the opportunities to them so as to achieve maximum efficiency; and as a part of this efficiency to have literacy.
(3) To inculcate self confidence in them.

There are the three angles of the Adult education.
The objectives of this education are as follows:

1. To teach the adult, to read, write and maintain simple accounts.

2. To increase the efficiency of the adult in his individual economic and social life.

3. To make the adult aware of the adverse circumstances in his individual and social life.

For implementation of this adult education programme many classes have been started. Thus the new outlook towards the adult education has been formed.

Adult Education in Osmanabad District.

It is now proposed to assess the adult education in Osmanabad district.

As stated above, all the schemes of social education were implemented in Osmanabad district. This scheme in the three taluks - (1) Osmanabad, (2) Kallam, (3) Tuljapur the centres were conducted. Each taluka had 10 such centres; and in each centre only 30 adults were admitted. So the total enrollment of these 30 centres were 900. For the administration and conduct of these classes Rs.16,658 were sanctioned and out of these only Rs.13,789 were spent.

Under the new scheme of adult education, a separate office of Adult education is opened at Osmanabad and an Adult Education Officer is appointed. The following
information had been obtained from this officer.

The total number of centres in the district was 560. This figure includes 495 centres for males and 65 centres for females. The state Government conducted 139 classes for males and 11 centres for females. The total enrollment in these centres, was 4170 males and 330 females, in all 4500. The duration of the course was 10 months.

Under the Non-plan scheme, Functional literacy programme of six months duration, the Government conducted 30 centres, including 25 centres for males and 5 centres for females. The total enrollment in these centres was 900, bifurcation 750 males and 150 females.

In the district, there were nine non-government managements which conducted 270 centres, which include 270 centres, which include 234 centres for males and 36 centres for females. The total enrolment was 8100, including 7020 gents and 1080 ladies.

Eleven colleges in the district, had conducted 110 centres, 97 for males centres and 13 for females. The total strength of these centres was 2910 gents and 390 ladies, leading to total 3300.

So to sum-up in the district there were 560 adult education centres, and the total strength was 16,000. This had included 495 centres for male having 14,350 strength
and 65 centres for female having 1960 strength.

In the year 1977-78, 58% of the expenditure has been incurred.

An instructor of a centre received Rs. 50 as remuneration, per month. He had to work for two hours daily. For 30 centres, a supervisor can be appointed. He is eligible for a scale of Rs. 335-680 plus Rs. 60 as Travelling allowance per month.

There was a training course in three phases of 21 days for these instructors. For supervisors also there was training for conducting and evaluating the centres and adults.

Summary of the Interviews taken.

The Researcher had interviewed 5 Adult education instructors, one Adult education officer, and 5 persons working in the field of Adult education. A brief summary of the interviews is given below:

1. Absence of Adults - The attendance of Adult education class is not satisfactory, said 4 Instructors. They said that on an average 15 to 18 adults remain present in a class. This percentage again decreases during the harvest season.

For this reason it is necessary that, this education should include the necessary information about their problems. In this class some of the various festivals should be celebrated.
2. Learning is a difficult phenomenon to the adults. This opinion was expressed by 4 Instructors and 5 Adults from the class. To create interest in them, it is necessary to adopt simple methods of teaching. The words, and sentences should be familiar to the adults. So that they may understand that, this education is directly related to their daily work. Adult education officer explained that, urge of learning had been created in many adults but this learning should be beneficial to them in their daily work.

3. Many ladies from rural areas, still think that, it is not necessary for ladies to be educated. So the strength and attendance of ladies is very poor. This opinion was expressed by 4 lady instructors.

It is very difficult to conduct classes for ladies in rural areas. One lady Instructor said that, Mahila Mandals and other organisations should help them in conducting the classes.

While taking a survey of adults, many families did not give the required information. To all questions their response was 'no'. This survey was necessary for opening such classes. This was the experience of one Instructor. Another Instructor said that while surveying they explained their family problems and demand financial assistance.

Thus it is clear that necessary relevant information
was not available to the Instructors.

4. For literacy and adult education programmes, it is necessary to have required materials such as slates, pencils, various pamphlets and daily newspapers. This was demanded by five instructors. This need is more magnified in the rural areas.

5. The remuneration of Rs.50 per month given to a Instructor is very inadequate said 5 instructors. This work is a National work and of great importance. Every Instructor has to work two hours daily. So the remuneration needs to be increased.

6. The supervisors and Instructors have to face the problems of adults. Due to their problems of daily life adults are less interested in the learning and attending the classes. So learning should be organised in such a manner that, the problems of the adults should be given more importance, and adults should find some solutions to their problems on the basis of the learning.

Summary.

M.Kothari has laid stress on Adult education. He has explained the need and scope of Adult education. This education is important for the individual and society also. The scope of this education is as wide as life itself. Adult education plays an important role in economic and social development. Prof.V.K.R.V.Rao has explained the social and economic importance of this education.
The aims of Adult education are:

1. To make the people conscious of their needs and necessities.
2. To provide opportunities to them so as to achieve maximum efficiency and literacy as a part of efficiency.
3. To create self-confidence in them.

In Osmanabad district there were 30 such centres in three talukas - Tuljapur, Kallam and Osmanabad. In these classes 900 adults are getting the benefit of this education.

Under the new scheme of Adult education the total number of classes was 560 and the total enrollment was 8100.

There was a supervisor for 30 classes and an Instructor was appointed for every class. This Instructor gets Rs.50/- per month as remuneration. He has to work two hours daily.

To sum-up the chapter, we can say that, it is necessary to conduct these classes conscientiously and with confidence. The methods of teaching should be "Problem-oriented". All administrative Officers should have faith and confidence in the work they are doing.