

**A Comprehensive Study of  
Secondary Schools in Marathwada  
1980-81**

**PROJECT REPORT**

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**Indian Institute of Education,  
Gurgaon  
in collaboration with  
Swami Ramanand Teertha Research Institute,  
Warananasi**

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## Table of Contents

1.	Introduction : Dr.Chitra Naik	( i )
2.	Foreward : Shri G.M. Shroff	(viii)
3.	Prefatory Remarks : Dr.S.B. Gogate	(xi)
4.	Chapter I : Objectives of the Project, Methodology and Limitations	1
5.	Chapter II : Development of Secondary Education in Maharashtra	18
6.	Chapter III : Information collected about schools in Marathwada	31
7.	Chapter IV : Summary, Conclusions & Recommendations	76
8.	Chapter V : Secondary schools run by Zilla Parishads in Marathwada : Their Present state and suggestions for the future	102
9.	Appendix I : Questionnaire for students of standard X	112

## INTRODUCTION

This publication presents the study of the educational situation in Marathwada with a view to improving the conditions prevailing in that region. The planning for the future development of any region has to take into account its historical antecedents. One may come across something worthwhile in the old traditions while exploring solutions to the problems related to the deficiencies rooted in the past history. It would be appropriate to preserve it.

Assuming that a regionwise study of educational problems will make educational planning in Maharashtra more realistic and practical, Swami Ramanand Tirth Research Institute of Marathwada and Indian Institute of Education, Pune, jointly undertook this research project to examine the educational conditions in Marathwada. From the point of view of Swami Ramanand Tirth Research Institute this research was an exercise in self-analysis and search for the self. The role of Indian Institute of Education in this research was that of a non-involved and rational researcher. The blend of detailed information about the local conditions on the one hand and precise use of research techniques on the other has made this objective study of Marathwada a model which will serve as a guide not only for other regions in Maharashtra but also elsewhere in the country. During the past few years, there is a growing tendency to pass on the responsibility either to the Government or to attribute it to reasons (which are always useful in political rat race),

old or new, true or false by not divulging the causes of educational unrest in one's own region. Impartial research is the only answer to stem the growth of such tendency in the interest of social good. It is from this point of view that the research project of Marathwada will prove to be of great importance.

The present educational problems of Marathwada are an unfortunate consequence of the political, social and economic history of that region. It is, therefore, not surprising if such a problematic situation becomes explosive. During the regime of princely state, there were many obstacles in the spread of education in Marathwada. Predominance of Urdu-English limited the flow of education only to the established social strata. After independence this tradition blocked the efforts of universalisation of education. Educational planners unequivocally state that if there is a lack of broad base at elementary level the quality and quantity of secondary and college education will have a limited possibility. Marathwada had an opportunity in 1981 to thoughtfully universalise elementary education. The scheme was to credit one Anna per Rupee of land revenue to Local Fund and the District Councils should use the entire fund so collected for the spread of elementary education in rural areas. The scheme was initiated in Bombay Province in 1863 and in 1869 it became a law. But in Marathwada the scheme had to face two difficulties. Elementary education was allotted only 26% of the amount collected in Local Fund. Besides, until 1941 there were no municipalities in Marathwada. Therefore,

(iii)

there was no tax revenue from urban areas. The local Fund collected from rural areas, therefore, was spent in urban areas and that also in the towns where there were principal offices. The development of education in rural areas, therefore, was awfully neglected. Even after municipalities came into existence their income was very limited and tax collection was meagre. Hence no attention was paid to the education in small towns. The neglected social sections who were deprived of education were girls, poor castes, and scheduled castes and tribes. The region that undertakes the developmental work of education, to find a way out of such a situation, has always to face four kinds of educational deficiencies : deficiency of educational atmosphere, deficiency of qualified teachers, deficiency of buildings and other facilities, and deficiency of social and political awareness. It seems that Marathwada had to share all these deficiencies. However, it must be remembered that such a situation is always an unavoidable stage in any developmental process. Therefore, the most beneficial alternative is to devise strategies for the solution based on the study of the situation. It must be borne in mind that the enduring change can only take shape if the process of improvement is planned. After reading this research report there will not be two opinions on the need of vigorous efforts - short-term as well as longterm - in order to improve the secondary education in Maharashtra. The problems of school transferred by the government to Z.P. are confounding. It appears that the

possibility of government taking over these schools and allowing voluntary institutions to run some of them will have to be urgently explored. The research report has made some constructive recommendations in this respect. The government can solve the question of second class Gazetted headmasters. These posts were originally created by the government in 1964 to solve some administrative problems. Their objective, thus, was not educational; hence the administrative problems will have to be faced, while transferring the schools for which educationally useful procedure could be worked out. At the block development level, if second class gazetted education officers are appointed entrusting to them the work of planning, supervision and qualitative development of primary education, the process of planning will be more objective and community-oriented. The discussion on this issue was started in the education department of Maharashtra in 1967. It would not be very difficult now to get approval to this idea in the interest of primary education. By transferring the headmasters of Z.P. secondary schools to these new posts, some schools could be entrusted to voluntary organisations as early as possible. Besides, attention could be paid to buildings, equipments, and qualifications of teachers by institutional planning of every secondary school of Z.P. It is possible to get assistance from the public for the improvement of buildings and equipment. Institute of Education had published in 1967-68 a booklet of the survey of educational projects of

Z.P. A glance at it will show that in the campaign of improvement of primary schools all districts of Marathwada had given an encouraging response by an exemplary mobilisation of voluntary work and lakhs of Rupees for the work of constructing school buildings, carrying out repairs, providing equipments etc. If the local leadership again undertakes such a campaign with pre-planning, problems of primary and secondary education will definitely make a progress towards solution, and if local enthusiasm flourishes the government will have to accept the responsibility to participate in it. The government must regard it of fundamental importance to make provision for standing administrative machinery and universally accepted scheme to develop efficiency of the people and stimulate local enthusiasm.

The study of elementary education in Marathwada has yet to start, Swami Ramanand Research Institute and Indian Institute of Education should do something about it as early as possible. The society which has become literate by the universalisation of elementary education always serves as a base and stimulus to social, economic and educational progress. This foundation must become firm in Marathwada. The efforts in this direction will bring about a change in secondary and college education which today has lost its context and quality. In any society a large number of quality individuals are born. But the education system has to identify them and place their quality at the disposal of the society. The method of identification is literacy



and universalisation of primary education. The practical remedy for the maintenance <sup>of</sup> educational standard and the spread of education is to involve the people in educational planning and administration by their decentralisation and to develop local leadership without depending on administrative guidance. The remedy will prove to be feasible if it is handled properly. Finally we must turn to an all prevailing truth. The administration is not meant for social, economic and educational revolution. The role of administration is to maintain the law and order in the society. The work of transforming the society is basically done by the social leaders because they are free from administrative rules and political pressures.

Hundreds of professors and teachers participated in this research project with the objective of educational transformation of Marathwada. This in itself is a beginning of transformation which starts when social awareness of educated class is activated. I, therefore, congratulate all those who have made this beginning in Marathwada. I am aware of the untiring efforts taken by Dr. S. B. Gogate and Shri Govindbhai Shroff, the leaders of this Project.

But as they have done this out of devotion to research and affection for Marathwada, I do not venture to praise

them for want of adequate words. Moreover, the work of transformation and research is an on-going process. I hope they will agree that with this initial research project, the two leaders and their hundreds of co-workers and participants are committed to maintain the continuity of this process in the education field of Marathwada. It will bring many more occasions and stages of praise in their life. It is only to be mentioned here that we are looking forward to their next research report. Incidentally, let me say that the goodwill and appreciation of many like me interested in education will ever be with them.

Dr. Chitra Naik

## Foreword

Swami Ramanand Teertha Research Institute decided to undertake survey projects in the field of education in Marathwada in 1980-81. The Institute was fortunate in getting able guidance from the late Prof. J.P. Naik and the Indian Institute of Education, Pune. As per Prof. Naik's advice, it was decided to undertake surveys at various levels of education one by one. According to this plan, the survey of secondary schools in Marathwada was the second project in the series, the first being the study of junior colleges. The objectives and methodology of both the projects have been the same. A study of primary education and vocational education in the region will be planned on similar lines. Cooperation and guidance of the Indian Institute of Education in general and that of Dr. S. B. Gogate in particular was extremely useful in these projects.

Spread of education was haphazard and halting in the erstwhile Hyderabad State as compared to British India. This was because there was absolutely no encouragement to private enterprise in education in Marathwada. The number of private schools was negligible. For the entire Marathwada Region there was only one Intermediate College at Aurangabad. After police action, when democratic institutions were established in the region educational development in the region started looking up along with development in other areas. However, due to historical and financial reasons the rate of development in the region was very slow as compared to other regions

of the state. In fact no efforts were made to improve the rate of development in education and to remove the confusion that prevailed as a result of the political transition.

Since 1961, that is, after the formation of the new Maharashtra State, development of education got a new impetus. The local community had a lion's share in this development. Zilla Parishads also opened new primary and secondary schools. Thus today out of the secondary schools in Marathwada, nearly 45 percent are managed by ZPs. When compared to other regions of the state, it may be noted that the number of zilla parishad schools in Western Maharashtra districts is negligible and the number of such schools in Vidarbha is very small. In Marathwada, however, secondary schools conducted by Zilla Parishads have an important place in the field of secondary education.

Education in Marathwada grew rapidly till 1974. However, the rate of growth started falling since then. While the population of Marathwada was 16 per cent of Maharashtra's population in 1974, the enrolment is 12 per cent at primary level 15 per cent at secondary level and 13 per cent at the collegiate level of the total enrolment at these levels in the entire state. In 1982, the enrolment percentages have been 12 per cent at primary, 10-11 per cent at secondary, 8 to 8.5 per cent at +2 levels, and less than 6 per cent at the collegiate level. The gap between Marathwada and the entire state is likely to widen

in future as the rate of development in other regions of the state is much higher as compared to Marathwada. It is imperative that serious efforts are made immediately to save Marathwada from an impending disaster if the present deteriorating situation is allowed to continue.

The Swami. Ramanand Teertha Research Institute believes in the efficacy of education as a tool of development and of transforming the common man. It was with this firm belief that the Institute undertook the task of undertaking surveys in education. Our policy was to involve in these studies as many devoted teachers of the Marathwada region as possible; our intention being to establish a cadre of volunteers willing to contribute to the development of the region. It would be necessary to recruit more and more people to this band of volunteers and to involve them actively in the task of development since our ultimate aim is to establish a permanent organisation of workers, devoted to this task.

Swami Ramanand Teertha Research Institute wishes to undertake surveys in other fields of development also. It also wishes to integrate different aspects of development with each other. We hope that the present study of secondary education in the region would be helpful to us in this endeavour.

Aurangabad

G.M. Shroff

8.7.1982

## Prefatory Remarks

The Indian Institute of Education, Pune and the Swami Ramanand Teerth Research Institute, Aurangabad have jointly planned surveys at all levels of education in Marathwada. The present study forms one of the studies already planned. This study was undertaken during the academic year 1981-82 and the report in Marathi was published on the 26th March 1982. This being one of the important regional studies, it was felt that an English translation would be useful for national and international circulation. The present English version is an abridged translation of the original report since some features which had purely local importance have been dropped in the present version.

I am extremely grateful to Prof.M.P.Rege, Director, Indian Institute of Education and to Shri Govindbhai Shroff of the Swami Ramanand Teerth Research Institute for their encouragement in this work.

I must thank Prin.A.K. Bhagwat and Prof.G.S. Koshe for very ably rendering the original into English.

S.B. Gogate  
Project Director

## Chapter I

### Objectives of the Project, Methodology and Limitations

#### Introductory

From June 1978, the Swami Ramanand Teerth Research Institute, Aurangabad and the Indian Institute of Education, Pune jointly undertook a comprehensive study of education in Marathwada. Under this project, a study of 'how colleges in Marathwada would progress during the period 1980-1990' was completed in 1978-79. This was followed in 1979-80, by a research project seeking to study the junior colleges in Marathwada. The present study, which is the third one in this series, was undertaken in 1980-81. It seeks to be a comprehensive study of Secondary Schools in Marathwada. On similar lines, a study of Primary Schools and Vocational Education in Marathwada would be undertaken. On completion of these studies, it is proposed to compile them in a book "Education in Marathwada : A Perspective : 1948-1983". This work will be undertaken in the academic year 1983-1984. The present report relates to Secondary Schools in Marathwada.

The total number of secondary schools in Marathwada is 980. Out of these, 861 schools have classes upto Std.X and send up their pupils for the Secondary School Certificate Examination. While some of the schools from the rest have

classes upto IX standard only, there are other schools which are closed for one reason or the other. These 980 schools include those managed by private bodies as well as those by Zilla Parishads. Their proportion is roughly 55:45. After the merger of Marathwada Districts with the then Bombay Province in 1956 and then with Maharashtra in 1960, schools run by the then Hyderabad State were transferred to the newly formed Zilla Parishads.

In 1964, schools in Marathwada generally fell under the following categories: Schools for Boys, Schools for Girls and Mixed Schools. Everywhere in India, schools are classified into rural and urban schools but in Marathwada, there is also a Third way, of classification, viz., schools with good results and schools with bad results at the S.S.C. Examination. Schools in Marathwada, thus, can be divided into the following 8 groups : Urban, Rural, Girls, Mixed, Privately managed, those managed by the Government/ Zilla Parishads, those with good results and those with bad results. In addition, in cities, there are English medium schools run by Missionaries or by private managements which form a separate group. All these types of schools are found in all the five districts of Marathwada. However, compared



to Maharashtra the proportion of Zilla Parishad schools in Marathwada is far more. Similarly, the number of schools in Marathwada having bad results is also comparatively more. Taking into account the results of the S.S.C. Examination during the last few years it appears that there is something seriously wrong with the entire educational system in Marathwada. Conversation with educational workers reveals the general indifference to education, irregular attendance of teachers and pupils and mass mal-practices at the time of examination which makes one feel at the outset, that under the name of education something seriously undesirable is going on.

The project was undertaken by the workers in the Swami Ramanand Teerth Research Institute and the Indian Institute of Education, because they felt it necessary to launch a comprehensive study of secondary schools in Marathwada in order to bring out a clear picture of them.

Objectives of the Project :

The objectives of the study were delineated as follows :

1. To study the exact position of schools in Marathwada in regard to the following :

School Buildings, Number of Pupils in Schools, Libraries, Laboratories and other amenities, co-curricular activities, S.S.C. results.

2. To study the following factors in regard to schools, whether under Z.P. or private managements :

Quality of Management, Relations between teachers and the Headmaster, the question related to student indiscipline, the nature of participation of Z.P. and the citizens in the neighbourhood of the schools in the school management.

3. In respect of private schools to study the nature of mutual relationship between teachers, the headmasters, guardians and school, in what way these relationships affect the school atmosphere and the extent of its effect on the progress of pupils.
4. To identify and analyse the cause of poor results at the S.S.C. examination.
5. To study whether teachers and students can cope with the new syllabus and also whether the schools have adequate facilities for teaching the new syllabus.

6. To study whether the secondary school administration in general has been affected by the events during pre-Independence period and social movement during post-Independence period.
7. To study and propose measures to be adopted for the improvement in the general atmosphere of secondary schools and, in particular, the results of the S.S.C. examination.

### Methodology

In order to accomplish these objectives, the following methodology was adopted.

The booklet prepared by the State Institute of Education, Maharashtra State, which lays down the criteria for grading the schools, was used for collecting the information about schools. Every group of investigators was supplied with as many copies of this booklet as the number of schools entrusted to them. Replies to questionnaires in the booklet were to be filled in by the investigators themselves by visiting the schools and holding discussions with headmasters and teachers, and then assessing the schools allotted to them. After completion, the booklet was to be signed by the headmaster. The method of recording the information in the booklet was discussed in the orientation course.

In 1979-80, the State Institute of Education, Pune, among its various projects, prepared the above-referred booklet entitled "Gradation of Secondary Schools" by appointing a committee of experts. The booklet for the purpose of school evaluation gives five headings, viz. (i) School environment, (ii) School climate, (iii) Academic progress, (iv) Supervision, and (v) the school and the community around. Each of these carried 175, 90, 290, 50 and 45 marks respectively, making up a total of 650. According to the original scheme of the State Institute of Education, schools were to be graded as A, B, C, D and E according to their evaluation scores. In Marathwada however, no such gradation was made. Scores of each school under each head were merely recorded and the various categories of schools were compared on the basis of these scores.

2. The second part of the methodology consisted of a case-study based on discussions with three members of the managing committee of the school, the headmaster, all teachers, and 5 to 10 guardians (at least one from among farmers, teachers, merchants, pleaders, doctors and government servants). The object of the discussions was to determine the quality of the school in general, its academic standard, internal atmosphere, discipline,

status, in society, etc. After recording the reactions to all these factors a final report was to be prepared which would be as objective as possible.

For the preparation of the above report, the following guidelines were laid down for interviews :

(a) Managements of Institutions : What were the objectives of establishing the institution, how far were these objectives achieved, who looks after the administration and finance of the school, how much help does the institution get from the community around, to what extent the community has involvement in the school, what is the method of selecting the teachers and the headmasters, who selects the other administrative staff, how do the people around estimate the school, to what extent does the management interfere with the affairs of the school, are meetings of the management held regularly, is the report of the school regularly published, what is the incidence of malpractices at the S.S.C. examination, how does the management react to the malpractices, how does the management react to instances of indiscipline in the school, etc.?

(b) Headmasters ; How is the headmaster selected, what is his academic qualification and experience, what subjects does he teach, how were these subjects selected

how much freedom does he enjoy in the day-to-day affairs of the school, has he the freedom to take decisions in financial and administrative matters, what are the criteria for selecting teachers, in what way does the management take interest in the affairs of the school, whose advice does the headmaster seek and who gives him orders, what are the problems of staff indiscipline, what is the nature of malpractices at the S.S.C. examination, who is responsible for these malpractices, what are the reasons for the bad results at the S.S.C. examination, what are the strong points of the school, what are its weaknesses, are there any groups among the teachers, what kind of support do these groups get from outside elements, is the headmaster able to face this groupism in any way, etc.?

(c) Teachers : What opinion do the teachers have of the school atmosphere, is the headmaster, according to them, democratic or autocratic, is the part played by the management in the day-to-day affairs of the school helpful or otherwise to the teachers, what is the method of selecting the teachers and the headmaster, what are the criteria for the admission of students, how much cooperation does the teacher enjoy in the town, are there

any private coaching classes in the town, what is the incidence of private tutitions among teachers, is there groupism among teachers, to what extent is groupism harmful to the school, are there any problems of indiscipline among the students, what is the nature of relationship between the teachers and the headmaster, what according to the teachers are the causes of bad results and malpractices at the S.S.C. examination, will guardians' associations be of any help in improving school atmosphere, what do the teachers do to improve their professional status, what are the plus and minus points of the school, etc.?

(d) Guardians : What made the guardians select this particular school, what is the nature of the relationship of the guardians with the school, how many times do the guardians visit the school, does the school send letters, invitations, etc. to guardians, what are the guardians' expectations from the school, do guardians make any suggestions for improving the school, why according to the guardians do pupils fail at the S.S.C. examination, what is the guardians' general opinion of the school, what is their opinion about the headmaster and also about the working of the school, what according to the guardians are the plus and minus features of the school what according to the guardians should be done to improve the school?

Since a number of schools in Marathwada is under the management of the Z.P., the investigating teachers were instructed to get in touch with the Chairman of the Education Committee and members of the Secondary Schools Committee and ask them questions meant for the members of managing committees of institutions.

3. Forty pupils out of the total number of pupils in Std.X in each school were selected by random sampling and given a questionnaire (copy enclosed in Appendix I). Following points were included in the questionnaire : Address of the pupil, details of how he fared in the annual examinations of Stds.VIII and IX, profession and education of the guardian, present address of the pupil, what are his boarding and lodging arrangement, who spends for his education, has he purchased textbooks, if not, the reasons why he could not purchase, among the subjects taught, the teaching of which subjects does he follow best and why, what part of teaching does he not follow and why, which subjects does he find difficult and why, why does he feel like having private tuitions in what way is the school library useful to him, does he feel that the laboratory equipment for experiments and practicals adequate and useful, how are educational aids used in the school, what are the co-curricular activities carried on in the school, why do students not participate in these, what kind of examinations are favoured by students, what is the incidence of malpractices



in examinations, what are the reasons for these, what according to the students should the school do to improve examination results? Reactions of students to the above questions were judged and have been included in this report.

4. From the schools selected for the project, 40 students from Std.VIII were selected through random sampling. These students were given an achievement test based on all the subjects prescribed for study in Std.VIII. The test was prepared by teachers who taught that class. There were 10 questions set in each of the subjects, English, Marathi and Hindi and 15 each in Mathematics, Social Sciences and Natural Sciences. The test carried 75 marks. Five possible answers were given for every question asked in the test and students were asked to identify the proper answer. While evaluating the achievement test one mark was given to each correct answer. Marks were not deducted for wrong answers.

5. Schools were divided in the following 9 categories while selecting them for study.

Category 1 : Urban, private, schools with good results

" 2 : Urban, private schools with bad results

" 3 : Urban, under Z.P.Management, with good results

" 4 : Urban, under Z.P. Management with bad results

" 5 : Rural, private with good results

" 6 : Rural, private with bad results

" 7 : Rural, under Z.P. Management, with good results

" 8 : Rural, under Z.P. Management, with bad results

" 9 : English medium schools

Taking into account the total results of the Std.X examinations for classifying schools as those with good results and those with bad results, schools with a pass percentage of less than 40 were considered as bad. When all the schools in Marathwada were classified in this way the following was the groupwise distribution.

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Group	1	2	3	4	5	6	7	8	9	Total
Number	73	76	25	42	113	198	104	224	6	861

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Adequate number of schools in each of these groups was selected on the basis of random sampling and these 153 schools were assigned to a group of investigators for study. This formed the first part of this project.

In 1979-80, the Swami Ramanand Teerth Research Institute undertook the study of junior colleges. In response to this study, about 25 colleges in Marathwada voluntarily came forward to implement the scheme of school college complex. These colleges were motivated by an urge to help the developmental activities of schools in the locality with the cooperation of their own teachers, irrespective of whether they received Government grant for doing this work or not. These colleges were called on to collect the same information from schools in their own group as was to be collected from other schools selected for the project. If the school-college complex was to be a success, it was necessary for the colleges to

collect the right type of information about the schools in their locality. Taking all this into account, these 25 colleges had selected for study 116 schools in their own groups. This was the second part of the project.

To ensure uniformity in the working of the project, orientation courses for the investigators were organised for giving necessary instructions. The teacher-investigators visited the schools assigned to them, got the booklets filled up after discussions with the Heads and graded the schools. Questionnaires and tests were administered to selected students of VIIIth and Xth classes. The teacher-investigators also prepared reports of their discussions with the members of management, Headmasters, teachers and selected guardians and pupils of the schools. This methodology was adopted both for schools selected by random sampling and also for schools of 'School-College Complex.'

6. In this method of study, the gradation system yielded quantitative results, while the case-study reports supplied qualitative data. Similarly, replies to questionnaire distributed to Std.VIII yielded quantitative data while questionnaire given to Std.X students elicited qualitative information. All this information has been incorporated in this report. To determine the significance of the difference between the mean scores of different categories of schools. T-test and analysis of variance were used. Qualitative information was analytically organised.\*

7. The following persons visited some of the selected secondary schools in Marathwada in March-April 1981 with a view to getting a first-hand idea of their actual working: Shri Govindbhai Shroff, Prof.M.D. Padhye, R.B. Deshpande, S.B. Gogate and Shri P.B. Alias Annasaheb Joshi. Their impressions have been used while drafting this report.

\*Out of the tools used in this project, the questionnaire for grading schools and the achievement test for Std.VIII yielded quantitative data. After ascertaining the average score for each class of schools it was necessary to ascertain the significance of the difference between these average. Statistically two methods are used for this purpose. One is known as the 'T' test while the other is known as the 'analysis of variance'. These methods tell us whether the difference between the average (means) is real one or is due to chance. If the 'T' value is more than 2.56, it can be said with confidence that the difference would exist in 99 out of 100 cases; if the 'T' value is more than 1.96, it would be 95 times out of 100 cases. A similar measure is available in the method of analysis of variance where 'F' value is calculated as per standard statistical formulae.

Time-table of the Project and its Management

1. The first discussion on the draft of the project with the workers of the Swami Ramanand Teerth Sanstha was held in August, 1980.
2. The time-table of the project was discussed in district-wise orientation meetings. The methodology of the project was explained to district workers.
3. Selection of one co-ordinator or more, if necessary, was made for each district.
4. The teacher-researchers visited the school during December 1980 and January 1981 and recorded the information for school gradations. Questionnaires were administered to Stds. VIII and X students.
5. Coordination of the entire project at the level of the Swami Ramanand Teerth Sanstha was done by Prof.M.D. Padhye and Shri Annasaheb Joshi.
6. Research guidance to the project was given by Prof.S.B. Gogate of the Indian Institute of Education Pune, who also drafted this report.
7. The most important task in this project was that of the research investigators. This was undertaken by the workers of the Swami Ramanand Teerth Research Institute, who are spread all over the districts of Marathwada. These workers voluntarily enlisted themselves to help the project, visited the schools,

distributed questionnaires and collected the reports wherever necessary. The assessment of the questionnaires and collation of the replies given by pupils of Std. VIII and X were done by the teachers of the Saraswati Bhuvan Sanstha's Secondary School, professors of both the B. E. Ed. colleges in Aurangabad and the workers of the Swami Ramanand Teerth Sanstha. Collation at the level of the Indian Institute of Education including typing etc. was done by Shri A.S.Sule, Smt. Vidya Joshi and Smt. Yogini Athavale.

A few limitations of the project

As the task of collecting all the information required for the project was voluntarily undertaken by teachers, it was not possible to keep to the schedule originally prepared. The work of collecting information had to be continued till the months of February and March 1981. While collecting information some unexpected local difficulties also cropped up. On account of all these reasons information from all the schools selected could not be collected. The following table gives the information of the exact number of schools from which information could be collected.

Table 1.2 - Groupwise number of schools from which information could be collected

Group	1	2	3	4	5	6	7	8	9	Total
Random Sample	5	11	-	4	7	29	11	25	2	94
School-Complex	14	10	3	-	23	22	7	15	-	94
Total	19	21	3	4	30	51	18	40	2	188

## Chapter II

### Development of Secondary Education in Maharashtra

A quick review of the development of Secondary education in Maharashtra during the last three decade indicates the following significant changes : The Ghat-Parulekar scheme of 1948<sup>1</sup>; implementation of the decisions of the Integration Committee in 1959<sup>2</sup>; the decision to have a uniform pattern of education and a uniform syllabus for the whole of Maharashtra in 1972 and the newly started SSC examination (at the end of X class) in 1975. So far as Marathwada is concerned, we have also to reckon with the fact that all the districts were in the Nizam's territory before 1948. During 1948-1956, they were in Hyderabad State and after 1956 were merged in Bombay State and then in Maharashtra in 1960 alongwith other Marathi speaking districts. Again, as compared to other districts of Maharashtra, the state of education in Marathwada was, in certain important respects, different from that of the rest of Maharashtra. The following review attempts to take all these factors into account.

Marathwada has an area of 25,269 sq.miles with a population of about 9.7 millions in 1981. This works-up to 15 to 16 per cent of the total population of Maharashtra.

1. Report of the Ghat-Parulekar Committee on Secondary Education, Govt. of Bombay, 1948.
2. Report of the Integration Committee, Govt. of Bombay 1956.



As in all the princely states in India, in Hyderabad too the feudal atmosphere prevailed before the Polic Action in 1948. We see the impact of the tradition and culture of the Nizam's regime on every aspect of the region's development. It was no wonder, therefore, that voluntary institutions were frowned upon rather than encouraged in the state. The state administration was always in mortal fear that through popular institutions, the people may get awakened and raise their voice in protest against the tyrannies to which they were subjected to under the state rule. In an attempt to prevent this awakening, the rulers preferred the people to remain illiterate and docile rather than being educated and enlightened. The pace of secondary education in Marathwada was naturally slow moving as compared to that in other parts of Maharashtra. The number of schools in the districts of Marathwada in 1950-51 was only 33 and the total number of pupils 15,919. This situation compares most unfavourably with the one prevailing in other districts of Maharashtra. Most of these schools were established and managed by Government.

Even though voluntary agencies received a setback in Marathwada, a few schools were started, thanks to the efforts of a few public-minded individuals. Since the state grants to these schools were scanty they had to depend upon public support. The state administration was again indifferent to their development and academic progress. As a result, most of the teachers, both in private and Government schools had no pedagogical training.

Prior to 1948, all the secondary schools in the state were affiliated to the HSLC Board of Hyderabad. The medium of instruction from class V onwards was English. The total duration of secondary education from the V to the X classes was 6 years. Students joined the Nizam College, Hyderabad after passing their class - X examination. This college, then affiliated to Madras University, was later affiliated to Osmania University when the latter was established in 1918. For a time, classes both in English and Urdu media were run simultaneously and pupils appeared for the Matriculation examinations of either of the Universities according to their choice of media—those with English appearing for the Madras University, while Urdu medium students for Osmania. Gradually the English medium was discontinued and replaced by Urdu.

Prior to 1948 the Matriculation examination was conducted by the Osmania University. In 1943 the Secondary Education Board was established and then the SSC-Matriculation examinations were conducted by this Board.

In 1948, along with the Hyderabad State, all the districts of Marathwada were integrated with the Indian Union. New secondary schools were started but their number was too small to meet adequately the growing popular demand for more schools. To get over this difficulty, the lower secondary schools were allowed to start the VIII to X classes, on the condition that the local community should share the expenditure for running the school, besides providing free land for the school building. The minimum

strength of each class was to be 30 and the contribution of Rs. 200/- per class had to be made for the purchase of educational material. After fulfilling these conditions, the government agreed to pay the salaries of the staff and also guaranteed to defray the current expenditure for running the school. In this way, after 1948 new schools with standards V to VII attached to the primary schools and standards VIII to X in lower secondary schools were started in Marathwada. In 1956-57 there were 135 secondary schools in Marathwada. Of these, 72 were government schools while 63 were run by private managements. The total number of teachers was 2352, of whom 320 were women, 673 teachers were graduates of whom 38 were women. The proportion of trained teachers to the total number of teachers was 14%. This proportion was 40% in the rest of Maharashtra. The total number of pupils in the secondary schools in Marathwada in 1956-57 was 54,954.

Until 1958-59 the pattern of education in Marathwada was as follows : Five years with 1 year of Pre-primary plus 4 years of primary education; 3 years of Lower Secondary from V to VII standards, and 3 more years of Higher Secondary Education from VIII to X standards, thus making up a total of 11 years. As in some other parts of India, multipurpose courses were started in Marathwada also, following the recommendations of the Mudaliar Commission (1952-53). Pupils from both the courses could join degree courses. To bring parity to the two courses there was one year's pre-degree course, followed by a 3-year degree course for pupils who joined after the X. class S.S.C. examination, while those

who joined after the XI class from multipurpose schools could straightaway get admission to the three-year degree course. Thus the total duration of education right from the pre-primary stage upto the first degree course was 15 years. Subsequently, the pre-primary class was dropped, following the recommendation of the Integration Committee in 1959, making the total duration of education in Marathwada to 14 years, though in the rest of Maharashtra it was 15 years. This created an imbalance between the educational programmes of Marathwada and Maharashtra, which continued until 1972. Thereafter new syllabus for standard VIII was introduced in all the districts of Maharashtra and the first SSC examination with the new syllabus was held in 1975. In Marathwada also higher secondary classes were started. In this way the new pattern of 10+2+3 was introduced in Maharashtra as well as in Marathwada.

Educational Officers who worked in Marathwada before and after 1948 provided a great deal of useful information about educational set-up there. According to this information, before 1948, most schools in Marathwada were government schools. Private schools were almost non-existent. The government managed all the primary schools, which had Urdu medium. The medium of instruction in Osmania University was also Urdu. This continued upto the Police Action in 1948. Till then Marathi had hardly any place in the educational set-up of Marathwada. Before the Police Action in 1948, every Taluka had a school upto Standard X. At the end of standard VII an examination was conducted

by the regional superintendent of schools. Before 1948, religious instruction for Muslim students and moral education for non-muslims were compulsory in all the schools. There were separate schools for girls prior to 1948, and there were no mixed classes at the school stage. At every district town there used to be a separate girls' school. In high schools and colleges also a thick curtain or wall separated the girls from the boys. Every district had a district educational officer with one assistant.

For several years there was no distinction in Marathwada between primary education and secondary education. Classes for both these stages were held in the same premises. A teacher was paid according to his educational qualifications, irrespective of the classes he taught. Before independence some teachers had their education only upto class-VII, some others were trained after passing class-VII and some others after matriculate. Thus the range of qualifications of teachers was from practically untrained to graduate trained. After the region was merged with Maharashtra, according to the decision of the Integration Committee, parallel scales were given to teachers in Marathwada. The difference in the currency of Marathwada and India created a lot of confusion in fixing the new scales and salaries of teachers. There were cases of injustice and discrimination also. The basic pay of an incumbent in the grade was held to be the criterion for pay fixation and determination of seniority. Since, however, the basic pay of some teachers in Marathwada has higher than that in the rest of

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Maharashtra it was the Marathwada teachers who benefitted and there was a lot of heart burning on this account among officials from the rest of Maharashtra.

During post-Independence period a large number of schools were started by voluntary agencies. ~~where~~ <sup>where</sup> there was a demand for schools, but ~~no~~ <sup>no</sup> voluntary agency came forward to start them, the government took the initiative and started new classes. However, the enthusiasm which was shown in starting new schools was not followed in providing them with the necessary facilities. Amenities such as construction of school buildings and appointment of properly qualified and trained teachers were hardly provided. Secondary or even higher secondary classes were accommodated in buildings originally meant for primary schools where classrooms were small, without any benches, in-sufficient windows and no suitable place for blackboards. Then again, the government-decision to pay the entire fees of students, whose guardians belonged to low-income group, prompted a large number of political enthusiasts and up-starts to start private schools because the income from fees was assured. Thus there was an abundant growth of mushroom schools, started primarily with political motives. Many political leaders, as in other parts of Maharashtra, thought that schools and colleges would be convenient centres of power. These schools also suffered from almost similar dearth of essential facilities and equipment and no attention was paid to maintain <sup>the</sup> proper educational atmosphere.

In 1956, with the formation of linguistic states, the five Marathi speaking districts of Marathwada were merged in Bombay and then annexed to Maharashtra in 1960 which created a number of administrative problems on account of differences in syllabi, salary grades of teachers and the administrative patterns of the two regions. In the Nizam's regime there were Moulavis and Pandits who taught Urdu, Persian, Arabic and Sanskrit, who did not know English. How to accommodate them in the new set-up was a problem. During 1949-56, multipurpose courses were introduced in some of the schools of Marathwada. They had hardly stabilized when the merger took place and consequently these courses were utterly neglected. In fact, the courses could be conducted hardly for a year or two. The uncertain and fickle educational policy adopted by the education department of the then Bombay State and the fact that the multipurpose courses were started without adequate preparation, did a great deal harm to the education of students. Higher secondary classes from the IX to XI were started in some forty three higher secondary schools by 1962-63. These schools imparted education in languages, sciences, technical subjects, commerce, agriculture and home science except in fine arts. The results of the first batch of students, <sup>which</sup> had completed these courses were extremely poor and therefore students from the multipurpose schools were allowed to appear for the X class SSC examination. Here also the percentage of passes was low. Hence during the following year students were asked to take up multipurpose courses once again. As this too did not show any improvement in their performance the multipurpose courses were finally discontinued.

During the initial period, there was no Regional Examination Board in Marathwada, though there was a demand for it from educationists and political leaders. Officers of the Poona Divisional Board, who were in-charge, did not understand the initial problems of the new region, which resulted in educational deterioration. However, later it was learnt from their retired education officers that in the beginning the number of school and pupils was so small that setting up a separate regional board was not financially feasible.

The Zilla Parishad Act of 1962 brought all primary schools under the Zilla Parishads. Since a large number of secondary schools in Marathwada were already run by the government, these secondary schools were also transferred to the Z.P. administration. To meet the growing demand for schools many more secondary schools had to be started by the ZPs. Thus the schools run by ZP were of two types with a wide disparity of educational standards, amenities, etc. between them. The first type included schools, run formerly by the Government but which had now come under ZP management and the second type included new schools started by Zilla Parishads according to the grant-in-aid rules. The service conditions of teachers in schools managed by ZPs and those of teachers who worked in private schools were different. The ZP managed schools did not have any of those bindings which the private schools had. For example, the minimum average daily attendance in each class in private schools



was to be 30. Nonfulfilment of this condition led to a heavy penal-cut in the grant-in-aid. This condition was not applicable to ZP schools.

The private schools were again answerable to some authority if their examination results were poor. ZP schools did not have any such responsibility. In general the condition of ZP schools was deplorable. Most of the ZP schools did not have any such responsibility. In general the condition of ZP schools was deplorable. Most of the ZP schools did not have the minimum educational facilities like libraries or laboratories, playgrounds, education aids and required staff. Some schools were over-staffed. The transfer of teachers were controlled by ZP officials. These officers and elected members of ZP use teachers according to their will. A retired regional director narrated an interesting example, how the elected representatives of ZPs, though uneducated themselves tried to exercise their authority even in academic matters. A Zilla Parishad Chairman asked a teacher in Z.P. school to teach Geography by the unit method, since some Mathematics teacher had told him that this method was very effective! He, therefore, insisted on the same method was being used in all subjects.

Urdu medium schools are again a cause of anxiety. A number of private societies have been allowed to start Urdu medium schools in response to popular demand. A few Z.P. schools also have Urdu medium. However, in some of these schools Urdu medium is used upto standard VII only, after which students are admitted to Marathi medium schools. As most students cannot cope with this new medium they have

to discontinue their studies, because they cannot appear for S.S.C. Examination in three years through Marathi medium. The loss that students, their guardians and the society in general suffer as a result of this haphazard policy seems to have been ignored by all. A way out would be either to continue the Urdu medium upto Standard X or to discontinue it altogether.

The state of teaching of English is equally deplorable. In Marathwada prior to 1959, English was taught from class V onwards. When the Marathi districts of Marathwada came to Maharashtra local leaders and teachers insisted that the teaching of English in class-V should not be discontinued as was done in the rest of Maharashtra where English was taught from class-VIII onwards. The teaching of English, therefore, became a vexed question. Later, after the change of educational pattern and adoption of the 10+2+3 pattern, schools in Maharashtra started teaching English from class-V. Thus in Marathwada, the teaching of English initially started from the V, then from the VIII and later on, after a few years, once again reverted to class-V.

The whole policy, therefore, was extremely haphazard and uncertain. The obvious result of all this was that the students did not get good English teachers. This developed a fear complex in the minds of students that English, being a foreign language, was extremely difficult to learn. The percentage of passes in English, therefore, was extremely low, which adversely affected the overall percentage of the

result at the SSC examination. The largest number of failures was in English.

The teaching of Hindi fared no better. In Marathi medium schools of Marathwada, Hindi was taught from standard - III and was a compulsory subject upto the X. After the merger, what was to be done with Hindi teaching in Marathwada posed a problem. The change in the pattern solved it when Marathwada schools fell in line with schools in the rest of Maharashtra and started teaching Hindi from class-V.

As for the administrative set-up, there was a Regional Director for Higher Education in Aurangabad and under him were 5 district educational officers, who were class II gazetted officers. There was one officer for girls' schools. They were assisted by sectional officers. With the adoption of the Integration Committee Report in 1959, as in the rest of Maharashtra, the following class I officers were appointed in Marathwada also : Regional Deputy Director, District Education Officers for all districts and officers for girls schools. To assist them there were extension officers also. The District Education Officers, with the help of the sectional officers were expected to control and maintain academic standards in secondary schools.

Prior to 1952, the grant-in-aid pattern in Marathwada was different from that prevailing in Maharashtra. Private institutions in Marathwada had the freedom to spend for the development of the institution, the balance amount after

deducting expenditure from the income of fees and donations. When Marathwada was merged with Maharashtra in 1956, the grant-in-aid code prevalent in Maharashtra was applied to Marathwada from 1964. With the increases in prices, teachers' salaries too increased, resulting in the increase in expenditure, without any corresponding increase in income from fees. The schools, therefore, had to depend more and more upon the government for grants. Today, as in other parts of Maharashtra, the procedures, such as paying teachers' salaries through banks, pensionable services, fixed hours of work and the appointment of Headmasters on the basis of seniority, are applicable to Marathwada also.

Looking in retrospect to the development of education in Marathwada during the last quarter of a century, we find that Marathwada could not bear this burden consequent on the rapid development of education, because the people were economically weak and their long stay in a princely state made them mentally indifferent : The present condition is due to the failure of the government to improve this situation by giving generous grants to keep their educational standard rising. Popular leaders too did not pay due attention to this state of affairs. The frequent changes in the pattern worsened the conditions.

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### Chapter III

#### Information collected about Schools in Marathwada

Information about secondary schools in this project was collected with the help of the following tools :

- (a) Pamphlet prepared by the State Institute of Education on Grading the Secondary Schools,
- (b) Reports based on interviews by teacher-investigators,
- (c) Replies to questionnaires given by selected students of Std.X on different aspects of education
- (d) Achievement test given to selected students of the VIII class.

Information gathered from all these four sources is presented in this chapter with our comments. The number of schools in tables differs from group to group because every school did not supply the information on all items. The following table indicates the number of schools giving information on various items.

#### Random Sample Schools

Group No.	Grading Reports	Questionnaire given to X Class	Achievement Test to VIII class
1	5	4	5
2	4	3	4
3	-	-	-
4	4	3	4

Group No.	Grading Reports		Questionnaire given to X class	Achievement test to VIII class
5	7	6	5	7
6	21	21	21	29
7	11	7	9	11
8	25	17	18	25
9	2	-	-	2
<b>Total</b>	<b>87</b>	<b>61</b>	<b>72</b>	<b>87</b>

Schools from the School-College Complex :

Group No.	Grading	Report	Questionnaire to X class	Achievement Test to VIII class
1	13	6	14	13
2	10	4	-	10
3	3	2	2	3
4	-	-	-	-
5	23	16	19	23
6	22	19	17	22
7	7	0	-	7
8	10	4	15	10
<b>Total</b>	<b>88</b>	<b>51</b>	<b>67</b>	<b>88</b>

A) Grading Secondary Schools

For the purpose of grading secondary schools, were evaluated under five headings with maximum marks shown against each as follows :

School Campus	175
School Administration	90
Academic Progress	290
Supervision	50
School and Relations with society	45
Total	<hr/> 650 <hr/>

As stated earlier, schools were divided into two categories for this investigation. The first category consisted of schools selected on the basis of random sampling and the second category of schools of the school-college complex. Each of these is considered below separately. Selected schools were graded as follows after evaluation;

Evaluation of Schools selected on the basis of Random Sample

Group	Total no. of schools	Campus	Adminis- tration	Academic Progress	Super- vision	Environ- ment	Total
1	5	122.4	76.8	160.6	42.6	20.6	423
2	4	94	65	169.75	38.0	22.25	389
3	-	-	-	-	-	-	-
4	4	100.00	69.5	156.25	37.50	20.5	384.25
5	7	105.20	71.1	168.0	36.5	18.3	399.4
6	29	80.6	68.2	165.0	35.8	16.4	366.0
7	11	85.0	67.2	161.9	39.6	15.0	365.7
8	25	87.8	71.3	169.0	39.3	19.8	387.2
9	2	150.0	83.0	234.0	44.0	21.5	532.5

Schools were divided into the following groups for purpose of comparison: Urban-Rural; Private - Z.P. managed; School with good results, schools with bad results. Comparison based on statistical methods revealed the following:

1) Comparison of marks obtained for school campus :

a) Urban schools 15, average marks 112.61, F-Ratio 9.23

Rural schools 72, Average marks 86.39, t-value 3.24

Conclusion : Difference in average marks is significant.

b) Good schools 25, Average marks 103.36, F-Ration 6.03

Bad Schools 62, Average marks 85.90, t-value 3.04.

Conclusion: Difference in average marks is significant.



There was no significant difference in any other category and for any other aspect of comparison.

Evaluation of Schools from the School-College Complex Category

Group	Total Campus No. of Schools	Campus	Adminis- tration	Academic Progress	Super- vision	Environ- ment	Total
1	13	121.53	79.53	217.53	44.14	21.46	483.92
2	10	106.09	78.60	196.90	41.10	24.20	443.70
3	3	120.0	68.00	203.0	47.66	27.33	466.00
4	-	-	-	-	-	-	-
5	23	95.91	73.56	188.60	42.78	21.08	421.65
6	22	103.31	72.18	194.45	40.81	21.36	432.32
7	7	89.28	74.85	174.83	40.28	14.57	392.42
8	10	73.80	58.00	144.70	31.00	23.70	325.50

Comparison of these schools based on statistical methods reveals the following :

1. Comparison of marks obtained for campus :

- a) Urban schools 26, Average marks 115.73, F Ratio 12.42.  
Rural Schools 62, Average marks 94.19, t-value 4.00

Conclusion: Difference in Average marks is significant.

- b) Privately managed schools 61, Average marks 106.44,  
F Ratio 10.32.

ZP managed schools 27, Average marks 87.26, t-value 3.36.

Conclusion: Difference in average marks is significant.

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2. Comparison of marks obtained for Management :

- (a) Urban schools 26, Average marks 77.69, F Ratio 6.31  
Rural schools 62, Average marks 70.16, t-value 2.60

Conclusion : Difference in Average marks is significant.

- (b) Private managed schools 61, Average marks 74.90,  
F Ratio 4.68

ZP Schools 27, Average marks 66.70, t-value 2.36

Conclusion : Difference in Average marks is significant.

3. Comparison of marks obtained for Academic Progress :

- (a) Urban schools 26, Average marks 207.92, F Ratio 6.91  
Rural schools 62, Average marks 173.43, t-value 2.80

Conclusion: Difference in Average marks is significant.

Following conclusions could be drawn from the above particulars :

- (a) The Campus, Management and Academic Progress of Urban schools compared to rural schools are definitely superior.
- (b) The Campus, Management and Academic Progress of privately managed schools are definitely superior to those in Z.P. managed schools.
- (c) The environment of schools with good results is superior to that of schools with bad results.
- (d) Apart from the above aspects there is no difference whatsoever in other aspects between urban-rural, private - Z.P. managed, and good-bad result schools.
- (e) English medium schools as compared to other schools, are too superior to be compared with them.

B) Reports by Teachers Investigators :

Teacher-Investigators were instructed to visit the schools selected for study and discuss the matters relating to the schools with teachers, headmasters, selected guardians and heads of managements. Suggestions regarding minimum points to be discussed were also given. The reports of investigators based on their visits and discussions were collected according to groups. The common points observed in these reports are now being presented below. Details regarding one or two schools in one group found to be significant, have also been incorporated.

Schools in Group One (Urban, Private, with Good Results)

All the headmasters are trained and have long experience. Their selection is based on seniority of service. Headmasters are given freedom in financial matters only in half the number of schools. They also have administrative freedom. Students are admitted on the basis of merit. Teachers too are selected on the basis of merit and their performance in interviews. Headmasters get guidance from managements in administrative matters. There are no problems of teacher or student indiscipline. Results are good. Instances of malpractices at examinations are found in 2 out of 5 schools. Schools get help from the community. Two schools have a number of extra-curricular activities and yet they are poor in quality. There is no groupism among teachers.

Though there is no undue interference by managements, very little attention is paid to the overall development of the school. Strict discipline is maintained in running the schools to obtain good results. Managements do not interfere with the day-to-day activities of the schools. Teachers enjoy a high status in the town. Selection of good teachers is hampered on account of financial difficulties. There is a tendency among women teachers to accept teaching jobs just to pass time. Though there is little cooperation from guardians, there is no interference either. Teachers take up private tuitions to a certain extent. There are no problems of school discipline. A lack of educational awareness among guardians and lack of adequate facilities appear to be the reasons <sup>for</sup> bad results. There is no parent-teacher organisation. There are no attempts by teachers to raise their professional status.

When asked why a particular school in the group was selected, the guardians replied that it was the best school. Relations between guardians and schools are good. Guardians visit the schools at least once or twice a year and see the teachers. The schools also invite them frequently and give them all the necessary information about their wards. Complaints are looked into and attempts are made to remove their causes, which may be the main reasons of good results according to the guardians. The main cause of students' failures is attributed to poor attainment in primary schools.

Guardians feel that though the schools are good, the courses of study are too heavy for the students. A subject like Mathematics does not appear to them to have any relevance to practical reality. They also feel that teachers try to hurry through the course because of a large number of holidays. Guardians have a feeling of respect for headmasters and they suggest measures to improve the academic status of the schools such as, lesser number of students in each class, more discipline in the school and frequent get togethers of guardians and teachers.

All these schools are privately managed. According to the managements, the objects with which the schools were started have been fulfilled. A Managing Council or Executive Body looks after the management of the schools. Financial affairs are managed by the Secretary. However, two of the selected schools are owned by a private family and a member of the family looks after the management of the school. All these schools enjoy a high status in the society and consequently, there is a rush for admission. Headmasters are selected according to seniority, while teachers according to merit by the Executive Body, which does not interfere with the day-to-day affairs of the schools. The annual meeting of the Society is held regularly and reports are also published in time. The Managing body can do nothing to prevent examination malpractices.

Schools in Group Two (Urban, private schools with bad results)

The headmasters are trained and experienced. They were selected according to seniority. They do not have financial or administrative freedom. Pupils are admitted on the basis of merit. Teachers are selected on the basis of interviews. Members of Managing Board take personal interest in the schools. The teachers present problems such as going late to the classes, coming late to the schools and teaching without previous preparation. Students also present problems such as, failure to put on uniforms, playing truant, coming late to school, neglecting home-work, etc. A total lack of interest in studies on the part of pupils appears to be the main cause of bad results of class-X. Their intellectual level also appears to be below normal. There are malpractice at the time of the class-X examinations for which all the constituents of the educational system are responsible. There is also slackness in management and supervision at examination centres. People from the community around visit the schools only on ceremonial occasions. Schools have small buildings, no playgrounds, and very few educational aids. There is groupism among teachers to a certain extent.

Teachers are of the opinion that headmasters are authoritarian. Questions regarding status enjoyed by teacher in the community do not arise. There is no interference of a sort from the management. Teachers do not accept tuitions,

but at least 40% pupils attend private coaching classes. Students from affluent families are often rude. Pupils neglect the work assigned to them, do not complete their home-work and are often late in attending the school. Social conditions are responsible for malpractices at the time of the examination of class X. Teachers do not try to improve their professional status except trying to get more and more degrees.

Nearness of the school was only criterion for its selection by guardians. Schools do not send invitations or letters regularly to guardians. Good buildings, play-grounds, completion of teaching portions in time, assignment of homework and getting examination question papers solved are the expectations at guardians from the school. Most of the guardians do not know the headmasters personally. Repairing school buildings which are in a dilapidated condition would, according to guardians, induce pupils to take greater interest in schools.

No one from the managements of these schools expressed any reaction.

#### Schools in Group Four (Z.P. Schools Urban with bad results)

Headmasters are trained and experienced. Every one who seeks admission has to be admitted. Teachers are selected by the government. Z.P.s have an attitude of indifference toward the schools. Headmasters have to consult the Education

Officers on all matters. Teachers do not appear to undertake any responsibility whatsoever. They conduct private coaching classes. There are no **subject-wise teachers in the school**. The local teachers' committee dabbles in administration. Students play truant from schools, are often rude and cheat in examinations. The entire environment is responsible for these irregularities. There are groups among teachers and **also** different teachers' organisations.

There is frequent interference of the local school committee and the management in the day-to-day administration of the school. There is no cooperation with the headmaster. Teachers are selected after interviews but there is no scope for selecting pupils by merit. Teachers have a subordinate status in the local community. They have to teach subjects other than those of their specialisation. Besides teaching, they have to do clerical work. The Z.P. Committee shows special favours to certain teachers. Teachers are transferred anywhere at the will of Z.P. authorities. They have no interest in the school. One of the schools had no compound wall which accounted to the constant absenteeism of pupils. As there are automatic promotions upto the 8th and 9th classes, the examination results of **class X** are poor. Most of the students come from economically backward families and are neglected by guardians. Their power of understanding is poor which may



also be the cause of poor results. Teachers do nothing to improve their professional status. There is no response from guardians to the parent-teachers association.

Guardians from this group did not give much response to the investigations. They are seldom invited to school. The guardians expect, that schools should assign home-work to pupils and stimulate their interest in reading.

There is a general feeling in the community that the academic standard of the schools has deteriorated. As the pupils are indisciplined the guardians are invited to schools and are informed and explained about the acts of indiscipline of their wards. Z.P. officials, who form the managements, do not take any interest in the school.

Schools in Group Five (Rural, Private, with good results)

All headmasters are trained and experienced. Most of them are language teachers, selected according to seniority. They are generally given free hand in financial and administrative matters. Students are admitted on merit basis. Teachers are selected after interviews. Managements take interest in school affairs. Headmasters have to consult the Secretaries of the societies that run the schools. There are no problems of indiscipline among teachers and students. Causes of bad results in Class-X may be due to disputes among teachers and the fact that a majority of pupils come from rural areas. There is general indifference regarding the present educational system. Malpractices in class-X examinations are due to

bad elements in the community and slackness in conducting the examinations. Lack of adequate school buildings appears to be the main drawback of schools. There is no groupism among teachers.

The school administration is indifferent to financial or academic progress. Headmasters are cooperative. Managements do not interfere with the day-today affairs of the schools. But in financial matters, there is constant interference. Teachers are selected on the basis of personal acquaintance with members of the managing body or through them. Students are admitted on merit basis. Teachers are treated with respect by the local community, which is according to normal etiquette. In spite of this, their status is subordinate. Guardians normally do not harass teachers. But when their wards are punished on disciplinary grounds, they try to bring pressure on teachers. Punishments are moderate. Teachers accept private tuitions. There are groups among teachers and political pressure operates in this matter. The problem of indiscipline among students are absentism, lack of study, disobedience, insolence and neglect of home-work. The main reasons for bad results of class X are students are weak in study and the teaching is defective, courses are unwieldy a feeling among students that they can pass by copying, indifference of guardians and teachers, promoting weak students from primary classes and social sanction to goondaism. Teachers do nothing to improve their professional status and there is hardly any response to parent-teacher organisations.

As schools under private managements have a better academic standard than Z.P. Schools, guardians prefer to send their wards to these schools. Relations between guardians and schools are healthy and cordial. Guardians visit the school only on occasions. They are invited to important functions and kept informed about the progress of their wards. The expectations of the guardians from the schools are : good examination results, competent teachers, use of educational material, physical education according to syllabus, national education, improvement in quality of education and contacts with guardians etc.. They are unhappy ever poor S.S.C. Examination results. Reasons for failures according to guardians are : scholastic weakness of pupils right from the primary stage, irregularities in the results of the 8th and 9th class examinations, growing tendency for malpractices, neglect of studies by pupils, want discipline, non-completion of the syllabus and inadequate preparation of pupils for examinations etc.. Guardians feel that the schools are tolerable. They have good opinion of the headmasters and the institutions but think that schools neglect sports, do not assign enough written work, teachers are not selected according to their subjects. Selected schools lack educational equipment and teachers' show indifference to class-room teaching in order to attract pupils to attend their coaching classes.

The Secretary of the society looks after the finance and administration of private schools. He also has control over the school management. These schools get very little financial help from the community since the community on the whole is indifferent to education. School managements take interest in financial and administrative matters, but not so much in academic matters. Malpractices in schools have political support, which includes pressure tactics and motives of self-interest. Since the entire system is rotten, nothing can be done to stem rot. Examination malpractices have, as though, attained a status because of political interference. Barring these malpractices the schools have maintained a good standard of discipline.

Schools in Group Six (Rural, Private with bad results)

All headmasters are trained and experienced. Most of them are language teachers selected on the basis of seniority. They have freedom in the day-to-day affairs of the school. Teachers are selected through interviews. Managements are meddlesome and interfere with the affairs of the schools. Headmasters have to consult secretaries and seek their advice. To a certain extent there are problems of school discipline. Some of the problems of students are truancy, internal conflicts, neglecting study and smoking bidis or cigarettes. Unwieldy courses of study, growing unemployment, lack of studious habits and uncongenial atmosphere at home, addiction to

liquor - a vice so rampant in rural areas - are some of the causes of bad results. Students, teachers, headmaster and the community are all responsible for malpractices at the time of examinations.

There is only one school per village and some of these schools are started by political leaders. The parents have to send their children to these schools. Relations between guardians and teachers are satisfactory. Only the educated among guardians occasionally visit the schools, others never. Excepting invitations for school functions no other letters are sent to guardians. It is the desire of guardians that their wards should have good education and show progress. They did not express any reaction regarding the headmasters. Lack of proper teaching and rigour in preparing students for examinations are, according to guardians, the causes of bad results. Guardians expect the school to strive for improving the quality of students.

Managements are inactive. Headmasters are non-cooperative and authoritarian. Managements are not directly troublesome but are totally indifferent, according to teachers.

All students are admitted to these schools. Teachers have a moderate status in the community. They are treated as servants. Guardians are not a source of trouble to teachers. Teachers do not take private tuition. There is no groupism among teachers. There are no irritating problems of student indiscipline since students are mostly absent from the schools. Relations between teachers & headmasters are mostly those of aloofness.

<sup>Causes</sup>  
of bad results at class X examinations are : indifference of headmasters towards pupils, insincerity of pupils, unwieldy courses of study, child marriages among girls which compel them to participate in domestic chores, resulting in unpunctuality in school attendance, low economic status of families, etc. Teachers again do little or nothing to improve their professional status. Teacher-parents organizations do not exist.

All these schools have been started with the subject of educating children from rural areas. In this sense the prima facie objective of opening schools has been achieved. Headmasters and secretaries of societies control the financial and other affairs of the schools. Little help is given by the community. Schools do not appear to have much of a social status. Teachers and headmasters are selected by the Executive Body of the Society. The community does not appear to think very highly of the school. People feel that there is rather too much of interference in the school affairs and also that members of the managing committee unduly interfere with the affairs of the school. Problems of student indiscipline are discussed in the schools and also in meetings but no one appears to be doing anything about malpractices in examinations.

Examination results of these schools are extremely poor, sometimes reaching a zero percentage. Attempts to keep schools free from the clutches of the law and rules result in a number of irregularities and malpractices, such as, false entries in attendance registers, registration of fictitious students, hundred per cent results at all school examinations every year and attempts to use illegal means to pass a student even at the time of the SSC examination. All these malpractices result in a feeling of indifference and apathy towards education and the educational system among guardians. The <sup>entire</sup> irony of the situation is that these schools, started with the object of spreading education, do not succeed even in spreading literacy. Discussions regarding such schools in the village groups often indicate that the whole blame for this sorry state of affairs of schools in villages is at the doors of teachers, the administrative machinery and the vicious atmosphere in rural areas. Guardians send their wards to schools with great expectations but ineffective teaching makes the students frustrated and indifferent. The large incidence of absenteeism among students and unlimited school concessions also make the students indifferent.

Since children of the poor attend village schools while those from affluent families join urban schools, there is a sharp division between the two and consequently village schools show no improvement at all. The old belief that

the educated get jobs is fast disappearing and its place is now being taken by the idea that mere education is a little use and the reactions that there is no need of higher education. The village community shows scant respect for teachers, treats them as servants and often humiliates them. Teachers are criticised as idlers, who do nothing to earn their livelihood. A veterinary doctor is shown more consideration and treated with greater respect since his usefulness to the community is easily felt, but not so with the teachers. This is a bitter yet eloquent reaction.

Girls' education in rural areas is in a deplorable state. As girls go from class to class their number progressively declines. Many of them are married early. As they grow up they are pestered by the local goonda elements and so parents are reluctant to send them to school. Girls from poor families are sent to the fields to collect cotton pods because they earn a good income which is a great attraction to poor families. Consequently the percentage of dropouts among girls is much higher than that of boys. School results are never good since weak pupils are promoted to higher classes.

Schools in Group Seven (Rural Z.P. Schools with good results)

All headmasters are trained and experienced. They are selected by the Z.P. regional boards, which also select teachers. Headmasters enjoy freedom in practice but they have to take orders from Z.P. officials. Political parties



interfere at all levels. School buildings are in a dilapidated condition and laboratories are inadequate.

Teachers have a good opinion about school administration since these schools are under Z.P. management. Headmasters are cooperative and democratic. Z.P. members do not interfere with the day-to-day work of headmasters. Teachers are selected after a discussion between education officer and other Z.P. officials. Every student who seeks admission is admitted, irrespective of merit. Teachers have no status in the community. They are treated as servants. There is no interference with their work, nor is there any help. Teachers do not accept private tuitions and do not form groups. These schools also face the normal problems of student indiscipline. Unwieldy curricula and the corroding effect of cheating in examinations are the main causes of bad results. A small number of teachers try to improve their professional status by attending orientation courses.

Guardians have no choice in selecting schools since there is only one school in the village. With the exception of just two or three per cent of guardians others do not know or care to know what happens to their wards in the schools. No invitations are sent to guardians by the schools on any occasion and they do not visit the schools any time. Expectations of guardians about the schools are : they should have good results, mould the character of pupils with wholesome influences, improve the campus, have a variety of cocurricular activities, complete the courses of studies, provide independent laboratories and

good libraries. Following, according to them are the causes of bad results: political interference. Indifference of guardians, a large number of pupils coming from rural areas, teachers' active encouragement to malpractices, tendency to promote everyone from the 5th to 8th classes; teachers' tendency to take more interest in their private work, etc. Guardians have generally a favourable opinion about headmasters.

All these being Z.P. schools their administration is wholly controlled by the Z.P.s. People generally respond favourably to these schools, but they are reluctant to give them any help nor do the schools enjoy any status in community. Headmasters can do nothing in cases of indiscipline. The cases are settled merely by giving oral warnings.

While visiting some of these schools, investigating teachers formed the impression that teachers laboured under a fear of dire consequences if they told the truth. They referred to examination malpractices, which definitely exist, only in a suggestive and indirect manner.

Following appear to be the prominent features of Z.P. schools: There are no appointments of subject teachers as per requirement. Barring a few big schools most school-building would put even dharmashalas to shame. Teachers and headmasters have no affinity for the schools. Almost no school has anything like a play-ground and if it has, it is not properly looked after.

Headmasters have no freedom to spend any amount, however small, for the school playground. At certain places, if disciplinary action against unruly students is taken, the headmaster and teachers are mishandled. Parents hardly come in contact with these schools.

Schools in Group Eight (Z.P. Schools with bad results)

Some of the headmasters are untrained. Those who are trained are experienced. They are selected on the basis of seniority.

They have freedom in day-to-day affairs but they have to abide by the decisions of the Z.P. in financial matters.

Teaching without preparation, insouciance and unpunctuality are some of the irregularities of teachers. Students indulge in truancy, neglect their studies, <sup>and</sup> show reluctance to wear school uniforms. Results of class X examination are poor for which teachers and students are responsible. Teachers get no cooperation from the community. Weak points of schools are buildings, furnitures, laboratory and inadequate teaching aids.

Teachers have generally a favourable opinion of the administration. Headmasters are cooperative but not effective. Z.P.s interfere with the day-to-day activities of the schools. Teachers are selected according to government rules. Students have an open access to the schools. Teachers have no social status in the village community. In certain villages teachers find it difficult to get living accommodation. Teachers of Mathematics and English accept tuitions. Teachers form groups

based on castes and there is often an atmosphere of cold-war between rival groups at certain places. Irregular attendance, truancy, lack of study, encouragement from guardians for misbehaviour and bad habits are some of the problems of student-indiscipline. There are no problems of indiscipline in girls' schools. Pupils have no interest in studies, they show a tendency of copying in examinations. Teachers are not sincere in their teaching and because they are transferred frequently they take little or no interest in teaching. Teachers are not studious. These are some of the reasons of bad results of S.S.C. examination. Teachers do nothing to improve their professional status. Guardian-teacher organizations do not exist in schools.

Guardians have no choice regarding selection of school for their wards, since most villages have only one school. Relations between guardians and teachers are extremely disparate. In many places they do not exist at all. Guardians do not visit schools since there are no occasions to do so. They are not invited by the school for any function. They are invited on national occasions only in some schools. Most of the guardians are illiterate. They expressed their surprise at their wards getting promotions year after year even though they do not study at all. Their expectations from the schools are: strict discipline, good examination results, good education, all-round development of students improvement in the quality

of teaching, etc. Some of the irregularities of schools are : pupils' absentism, malpractices at the time of examinations which are actively supported by teachers, disinterest of teachers coming from other places, large incidence of teachers accepting private tuitions, lack of subject teachers, and absence of favourable atmosphere, neglected teaching right from class-V, particularly in subjects like English and Mathematics. The headmaster in general carries a good opinion in the community. However, at many places guardians avoided expressing any opinion about headmasters. At one place, the headmaster was reported to be constantly under the influence of liquor. Many times the teachers' main occupation is agriculture, shop-keeping, insurance agency and the like, and they do teaching as a spare time activity. Schools lack facilities such as libraries, laboratories, co-curricular activities extra-coaching at night and special attention to the poor and needy students. All these deficiencies tend to affect the results adversely.

There is a lot of politics and pressure tactics indulged in by the Z.P.s. Headmasters have no freedom in financial matters. Guardians, therefore, recommend that there should be an autonomous body at the district level which should be entrusted with the administration of schools. They have suggested that teachers' transfers should be controlled and free from any political or official interference. Officials should interfere only

when it is strictly necessary. Guardians insisted on dismissing corrupt teachers. Investigators reported from many places that guardians showed a reluctance to speak out openly and freely because of pressure from the community.

All these are Z.P. managed schools and, therefore, their administration rests with inspecting officers and headmasters. However, in actual practice it is the political leadership that dominates. Headmasters and teachers are selected by Z.P. and there is no scope for people's views in their selection. There is generally a favourable opinion about the schools with good results while schools with bad results are condemned. There are hardly meetings of guardians. The schools do not have annual reports. These schools have been facing a number of difficulties over the last few years but these are scarcely heeded by anybody. Headmasters are unable to prevent malpractices.

#### Schools from Group NINE (English medium schools)

Headmasters are trained. They enjoy complete freedom in all matters. Selection of headmasters is made by the societies that run the schools. Headmasters are consulted in the selection of teachers. School results are good. There are no irregularities on the part of students. They cooperate with the school in all activities and programmes. Trips are arranged by the schools to distant places, science fairs are arranged. Attention is paid to the all-sided development of students.

The weakness of the school is that in spite of English being the medium of instruction in these schools, a large number of students fail in English at the SSC examination. There are no factions among teachers. The schools get no support from the community.

Since these are English medium schools all the affairs are managed entirely by the managements. The schools do well because admissions are restricted and selective ~~\*\*\*~~ because of the English medium. There is good cooperation between the headmasters and the school. Since these schools receive help from the Government and religious bodies also, they appear to be doing better than other schools. Teachers and headmasters are selected by the Academic councils of schools and so there is a feeling of solidarity between them. Lack of hostel facilities in some of these schools appears to be a major drawback. In all other respects these schools are run very well and give a good account of themselves. Guardians select these schools mainly because of <sup>the</sup> English medium. Relationship between guardians and the school is satisfactory. Most guardians escort their wards upto the schools and this enables them to meet the teachers quite often. Guardians are also invited regularly for school functions. Students secure a high percentage of marks at the SSC examinations and so guardians are satisfied about the performance of the schools. Since a large number of assignments are given for home-work, students are compelled to stay in the school

for a long time and complete the work in the school itself. The students also encourage this. Since guardians have a good opinion of these schools they did not have any suggestions to make for improving them.

It is necessary to discuss in detail the findings of the teacher investigators, summarized above. Workers of the Swami Ramanand Teerth Sanstha have also presented their oral reports. Both these will be discussed in a later chapter.

### Conclusions :

From the aforesaid information gathered by investigators and from the data collected the following conclusions can be drawn :

1. The ratio of boys and girls from Secondary Schools in Marathwada is 3:1. In Maharashtra it is 2:1. In the rural areas of Marathwada it is as low as 4:1.
2. Results of the 1980 SSC examination show that private urban schools have a passing percentage of 45.95; that of private rural schools 36.1; Z.P. urban schools 37.03; Z.P. rural schools 31.16.

The overall result of Marathwada was 38.45%. Barring a few urban schools the results of the rest of the schools were less than 40%. Against this background, if we glance at the results of the 8th and 9th classes many contradictions are noticed. If, for example, 80 to 90% of the students pass in all subjects in the 9th class, how can we account for the fact that within a year's time half of them fail in the



Class X public examinations? The obvious reason for this is that schools must have been careless. Teachers and headmasters accounted for this by citing the following reasons: pressure by guardians, managements and local politicians, liberal attitude on the part of teachers to compensate for the indifference they had shown earlier to teaching, liberalism of the headmasters to compensate for the lack of efficient teachers and in some places pressure brought by students themselves.

3. We do not imply here the desirability of any large scale detention in the 8th and 9th classes. All that we wish to stress is that if results at this stage are objective they would help in improving results at a later stage. It is again necessary to curb the present tendency to neglect teaching at this stage.

4. As for the social strata from which the students come, we find that a majority from rural areas are children of agriculturists and farm labourers while in urban areas they are mostly children of persons in services and professions, namely, professors, engineers, doctors or pleaders, etc. The children of teachers and the business classes are to be found in all places their proportion in private urban schools is much higher.

5. This raises a further question : Is the social category from which students come considered during the teaching process? If students from rural areas select optional subjects like Economics or Commerce, is it due

to ignorance on their part and that of their guardians or indifference of headmasters and educators? As a matter of fact, optional subjects have to be selected and examinations in them conducted by the schools. As such, more imaginative outlook on the part of schools is expected. In rural areas subjects from the curriculum need to be more relevant to rural areas and they have to be given as options, and in case, they are not already there they should be incorporated in the courses of study. In a subject like Introduction to professional studies, for example, subjects related to farming and agriculture in rural areas will be more relevant. Large irrigation projects in Marathwada which are at present nearing completion will soon provide water to <sup>a</sup>considerable area for 8 or even for all the 12 months of the year. The prosperity that would come in the wake of the availability of irrigated water will have to be supplemented with a number of supplementary business projects like provision of seeds, manures, insecticides, agricultural implements, animal husbandry, poultry and piggery, installation, supervision and repair of water pumps, etc. Since these projects are useful to farmers their introduction at the school stage is bound to increase the students' aptitude for learning.

This question is relevant in urban areas also. Pupils from urban areas show a preference for technical subjects or for Commerce and Economics. If more than 70% of SSC passed pupils join Commerce colleges and since it would not be possible to provide suitable jobs for them in banks, LIC or Commercial and business firms or cooperative societies a deplorable situation is bound to arise soon, since Commerce graduates do not have any alternative avenues of employment. This could be averted if there is proper planning at the school stage and more relevant options are made available to pupils.

6. Professions of guardians also suggest another possibility. Attendance in rural schools and colleges always poses a problem in the sowing and harvesting seasons and also on holidays. This can be avoided by having different timings for entries and exits in schools and colleges. Sowing and harvesting times, for example, could be declared as holidays, instead of the present practice of a long mid-term break during Diwali Holidays. Again if schools and colleges are closed for local holidays, attendance on other days is bound to improve.

7. The educational background of parents also shows a marked difference between rural and urban areas. In private urban schools most guardians are educated at least upto the fourth primary class, in villages the proportion is much less, which increases the responsibility

of teachers in village schools. Whereas parents from urban schools are to help their children in homework and self-study in village schools, since this is not possible on account of illiterate parents, schools should take up the responsibility of guiding the students in the schools itself.

8. Nearly 25% of children live away from their parents for education. Only 35% of these live in hostels. When one takes into account the fact that the children in secondary schools are of an impressionable age, it is not desirable for them to live independently in rented rooms, nor can they live with their relatives. Since in private schools the percentage of children, living away from their parents, appears to be much higher, it is desirable that these schools make provision for simple and clean hostels with messing arrangements to provide plain but nutritious food.

9. It appears that living conditions of more than 40% of students are not satisfactory from the point of view of study. This is natural when one takes into account the acute shortage of accommodation in urban and rural areas. This suggests that in both rural and urban areas, schools and colleges should make provision for clean, well-lighted and ventilated rooms where students can study after school hours and during holidays.

10. Many students have to cook their own meals, which is not desirable since this interferes with their studies. On the one hand it takes a lot of their time, and on the other it does not give them good food. It is suggested that arrangements be

provide cheap, clean and nutritious food to students coming from different places, should be made in school or college hostels on the lines of organisations like Indira Community Kitchen, etc. Public-minded citizens can come together and organise low cost meals for such students, whose members are small enough to be easily manageable. However, somebody will have to take initiative in this matter.

11. As for the question as to who will spend for the education of students, it has to be remembered that this question concerns about 9 to 10 per cent of students only, since parents pay for the education of the rest. To help this small minority of students, it should be possible to provide scholarships. Private institutions can also appeal to parents and the public, collect funds and deposit them in a bank and could utilize the interest to help the needy students. As the fund goes on increasing other schemes such as purchase of books, provision of examination fees, subsidised meals etc. could be tried. At present we cannot help in any way a really needy student.

12. About 36% students did not appear to have purchased textbooks. Schools in groups 2, 4, 6 and 8 as compared in schools in groups 1, 3, 5 and 7 appear to be schools with bad results and these are the very schools where large number of students have not purchased books. Not having textbooks is largely one of the reasons of bad results.

It is also noticed that about 17.7 per cent of students did not find it necessary to buy textbooks or complained that textbooks were not available in their villages. Since this percentage too is not negligible, it is a serious matter.

As a matter of fact, textbooks are comparatively low-priced. Even then, when students do not buy them it may be due to the fact that they are indifferent to their necessity or that they are too poor to buy them. A great many schools in Marathwada give books to students <sup>free</sup> or distribute them through book-banks which are desirable practices. Since lack of textbooks is a sure cause of failure, greater attempts have to be made to see that every student gets a textbook.

Careful provision has to be made to distribute textbooks to students from Adivasi areas or from backward classes.

13. Among reasons given by students as to why they considered the teaching of certain teachers to be satisfactory, the major one appeared to be that the teachers gave satisfactory and convincing explanation of <sup>the</sup> subject matter. Among other reasons given by them were : the teaching provoked thinking, dictated notes, and enable students to take them down, the class atmosphere disciplined but free.

14. Following three were among the main reasons disciplined but free. Students to explain why teaching in certain subjects was found to be difficult to understand; the subject was difficult in itself, the exposition of the subject by the teacher was difficult to follow, and there was disorder and indiscipline in the class.

15. 39% of students found English as difficult subject, 28% Mathematics, while 13% had difficulty with Science. All these three subjects are important from the point of view of the SSC examination. In the modern world of scientific advancement care needs to be taken to see that students do not lag behind the rest of the world in their achievement and quality in these subjects. With this aim in view, English, Science and Mathematics have been incorporated in the curriculum in the revised SSC syllabus of 1972. In a number of schools, these subjects are compulsory upto the 7th class, after which students enter the secondary school. Very often since students are weak in these subjects at the primary stage, it becomes difficult to improve their understanding and learning of these subjects at the secondary stage. Students from secondary schools which teach these subjects from the 5th class onwards are comparatively better; however, in their cases also, things are not entirely satisfactory and there is considerable room for improvement. The reasons for unsatisfactory attainment are : dearth of teachers who had opted for the subject for their first degree, lack of proper pedagogical training, difficult syllabus urban, biased textbooks unsuitable for rural areas and a general lack of seriousness. Students also emphasised the following as the major reasons why they found these subjects difficult :

inadequate understanding of the subject from the beginning, lack of proper mental equipment and paucity of good teachers. The way out of these subjects and special coaching for students in Std.VIII.

16. It is an adverse comment on the entire educational system that over 80% of students find it necessary to attend coaching classes. Among the major reasons for this are : the nature of <sup>the</sup> examination system, undue importance given to examinations and examination marks, and examination <sup>being</sup> regarded as the sole objective of education. This gives rise to a tendency on the part of teachers not to teach in the school classes but to encourage students to join their private tuitions or coaching classes. A vicious circle has been formed in which teachers teach indifferently and students too attend classes more as a formal routine than as a place where they can seriously acquire knowledge. It is the good student and the student from the disadvantaged and economically backward classes who suffer most. Parents too are unnecessarily burdened by this compulsion of having to pay the fees of private tuitions and coaching classes.

45% of students expressed the reaction that they needed private tuitions for getting a higher percentage of marks.



17. Only about 50% of students feel that library facilities are adequate. Less than 40% borrow books for home reading and feel that schools should provide enough room for reading and study. These findings show that library facilities are generally unsatisfactory. Most schools have no clear idea about the need or necessity of libraries and their importance. They are consequently ignorant of the necessity of having to pay constant attention to enrich the libraries and put in continuous efforts to improve them.

18. Provision of satisfactory and adequate laboratory facilities is not generally available even <sup>in</sup> privately managed schools both in rural and urban areas. 34% students find laboratory equipment inadequate to carry out experiments. This state of affairs is most deplorable when we consider the fact that a practical examination in science subjects is compulsory at the S.S.C. examination.

19. Even though as many as 62% students find educational aids useful, the students reported that only 39% of teachers actually use them. This is not really creditable to teachers.

20. Extra-curricular programmes, such as, games and sports, drama and play acting, elocution, social work and N.C.C. are to be found in most schools from every group. However, in Z.P. urban schools sports and games, drama and social work are comparatively rare. In urban private schools, items like elocution appear to be rare while in rural schools less attention appears to be given to N.C.C.

It is necessary to go into the details of the reasons given by students for their non-participation in extra-curricular programmes. About 30 to 32 per cent of students from each group of schools complained that the programmes did not exist in their schools while about 34 percent reported that they hardly ever got the chance of participating in them. This clearly shows that according to as many as 65 percent of students such programmes do not exist at all, because even if the programmes are there students do not get the chance of participating in them.

21. There are a number of inter-school sports competitions nowadays incurring large expenditure, amid great publicity and fanfare, as they are held on district, regional and state levels. In spite of the publicity that these programmes get, it is doubtful whether they succeed in their object, viz., encouraging sport activity among school children. Even in inter-collegiate competitions most of the competitors are those who had been trained at school levels only. This practice of depending upon a group of already trained sportsmen defeats the very purpose of all sports. It does not stimulate love of sports among the students in general, hardly trains the learner, and pays no attention whatsoever to encourage a wider student participation. It thus robs the student from deriving any pleasure from sport activity. As a matter of fact, if is the entire school that should go for a trip or picnic; participate in activities like lezim and get the chance of

playing a game like dodge-ball or join in community singing. This rarely happens and the younger generation remains mute and indifferent, not only socially but also aesthetically in the sphere of recreation and entertainment. Even if the inertia of the present generation of teachers is responsible for this deplorable state of affairs, immediate and speedy measures must be taken to remove this negative attitude. In the present machine age, which the artistic sensibilities are blunted, it is upto the teacher to relieve the monotony in life by reviving pleasurable pursuits like sports, games and recreational activities.

22. At present, there are unit tests and semester examinations for the 10th class. It appears that most students want only terminal and annual examinations. However, these tests and terminals and annual examinations are steps in the right direction since the academic utility and value of continuous testings is now universally recognised.

23. 72% of the students expressed the view that it was to a great extent true that there were generally malpractices in examinations. In our Marathwada tour, this complaint appeared to be common from district towns to small villages and in every type of school. This is a culmination of the examination oriented (or more correctly the result-oriented) nature of our educational system. The disease has now become chronic and it will be difficult to eradicate it unless drastic measures are taken. If as teachers we believe that education transmits lasting habits and values, one can imagine how

socially disastrous the results would be if habitual malpractices are transmitted to the younger generation.

The real tragedy is that under the present educational system there is hardly any scope for the generation of healthy human values. Way back in 1900, a British Viceroy described the Indian Society as 'rotten to the core'. This description then made Indians extremely indignant and resentful. However, looking at the present state of Indian society, it could be said that this description is not far from <sup>the</sup> truth. It is the entire concept of moral character that needs to be changed. Purity of character should not merely be confined to sexual morals but should extend to the inculcation of healthy personal and social values. These would include such virtues as a passionate love of truth and an equally passionate rejection of untruth, accompanied by freedom from covetousness and greed. To this should be added a habit of striving to attain only what is attainable lawfully and by one's own efforts. Malpractices in examination shake the very moral foundation on which the school system rests. This tragic state of things must be ended at any cost. Educational evaluation must be made as objective as possible and encompassing the highest academic values and ideals.

24. According to students the major reasons for malpractice are : no regular habits of study, a desire on the part of the students to pass without putting in any work and also of getting more marks than what they deserve. Proper methods

of study and strenuous effort do not appear to be inculcated at all in students throughout their school career. Serious thought has to be given as to how these habits could be cultivated through school programmes.

25. Report of a test given to students of VIII class :

Selected students from Random Sample school groups were given an Achievement Test in Marathi, Hindi, Mathematics, English and History-Geography. Average marks obtained by students from the different groups of schools are as follows :

Group of schools	All	Urban	Rural	Private	Z.P.	Good	Bad
No. of schools	87	15	72	47	40	25	62
Average marks obtained by students	24.20	28.43	21.10	28.15	26.73	27.30	22.43

Statistical comparison of the above marks yields the following results :

- (a) Comparison between urban-rural schools : F Ratio 11.64, T Value 3.27  
Conclusion The difference is significant
- (b) Comparison between private and Z.P. schools : F Ratio 0.22, T Value 0.38  
Conclusion Difference is negligible.
- (c) Good and Bad Schools : F Ratio 4.13, T Value 2.20  
Conclusion Difference is significant

Schools from College-School Complex

Group of school	All	Urban	Rural	Private	Z.P.	Good	Bad
No. of schools	88	26	62	61	27	46	42
Average marks of pupils	25.76	27.40	20.43	27.37	25.44	26.24	20.35

Following conclusions were arrived at after comparing the above marks statistically :

- (a) Comparison between : F Ratio 10.27      Difference is  
Schools and Colleges T Value 2.88      Significant  
Conclusion
- (b) Comparison between      F Ratio 0.39      Difference is  
Private and Z.P.      T Value 0.62      negligible  
Schools      Conclusion
- (c) Comparison between      F Ratio 8.19      Difference is  
good and bad schools T Value 2.79      Significant.  
Conclusion

Taking into consideration the data presented in the above tables and statistical discussion, the following conclusions are arrived at :

- (a) Achievements of urban school students are greater than those of rural schools.
- (b) Achievements of students from schools with good results are greater than those in schools with bad results.
- (c) There is no difference in the achievements between students in private and Z.P. Schools.

The coefficient of correlation between the marks obtained by the students on the basis of gradations of secondary schools and the marks obtained by students in the Achievement Test was not satisfactory (more than .5). This shows that there is no relation (or dependence) between these two factors. These co-efficient of correlations were as follows :

Group	Selected Schools	School-College complex
Urban	0.37	0.40
Rural	0.25	0.25
Private	0.30	0.38
Z.P.	0.28	0.27
Good	0.45	0.48
Bad	0.40	0.34

E) Analysis of results of the March 1980 SSC examination

We are trying to compare in this chapter schools from urban-rural and private - Z.P. groups of schools. From this point of view, an analysis of the results of the March 1980 SSC examination would be enlightening. The data are tabulated in the following tables :

Type of School	No. of Schools	Students appearing	Students passed	Percentage passes
Private-Urban	151	14,445	6,638	45.95
Private-Rural	325	14,422	5,206	30.10
Z.P.-urban	70	7,961	2,948	37.03
Z.P.-rural	323	10,818	3,479	32.16
Total Private	466	28,867	11,844	41.03
Total Z.P.	393	18,779	6,427	34.22
Total urban	221	22,411	9,586	42.70
Total rural	636	25,235	8,685	34.42
Grand Total	859	47,646	18,271	38.35

The above results have been prepared after taking into consideration all the students who appeared for the March 1980 SSC examination. These included repeaters as also those who appeared for the examination for the first time. If we take the latter group only, the results are as follows :

Group of School	No. appeared for the examination	Passed	Percentage of passes
Private schools	18,878	9,381	49.67
Z.P. Schools	11,832	4,956	40.70



Results have been analysed from another point of view also. The following table analyses results in the intervals of 20%.

Percentage of marks	Urban Private	Private rural	Total	Z.P. urban	Z.P. rural	Total
0%	3	6	9	-	15	15
Less than 20%	22	68	90	5	68	73
20-39%	49	126	175	38	144	182
40-59%	41	85	126	21	74	95
60-99%	32	30	62	5	22	27
100%	4	-	4	1	-	1
Total	151	315	466	70	223	393

No comments on the above figures are necessary since they speak for themselves. However, the comparison of the Achievement Test given to 8th class students, reported earlier in this chapter, with the above figures is extremely revealing. (See above). In that test the difference between the marks obtained in urban-rural schools as also between schools with good and bad results was significant. Difference between the marks of students from private and Z.P. schools was, however, negligible. On the contrary, the results of the 10th class showed that there was considerable difference in the results of private and Z.P. schools irrespective of the fact whether these schools were

located in rural or urban areas. Thus from a negligible difference in the 8th class we arrive at a significant difference in the 10th class. This implies that during this year between the 8th to the 10th class the students were neglected, the teaching became haphazard and inefficient and there were easy promotions. For teaching the more advance syllabi in Science, Mathematics and English, trained teachers are necessary. Science subjects require well-equipped laboratories. (We have compared earlier in this chapter the facilities available in groups of schools which clearly showed that private schools were far ahead of Z.P. schools in factors such as Environment, Management and Achievement). The discussion on the differences noticed between private and Z.P. schools could be carried out in case of urban-rural schools.

The above discussion clearly indicates that Marathwada schools in general will show an improvement only if there is a qualitative improvement in Z.P. schools. How this improvement could be achieved will be discussed in a later chapter.

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## Chapter IV

### Summary, Conclusions & Recommendations

We have traced in the foregoing chapters the development of secondary education in Marathwada, summarized the information about secondary schools, collected from various sources and also collated the data collected by senior workers of the Swami Ramanand Teerth Sanshodhan Sanstha, during their personal visits to secondary schools. Conclusions arrived at from the above have already been summarized at the end of each chapter. Here we are trying to repeat only those points which appear to be important from the educational point of view and draw certain conclusions, keeping in view the objectives stated in the first chapter.

#### Summary

1. Since the districts of Marathwada were in the Nizam's dominion till 1948, they could not attain the same level of progress and development in secondary education as achieved by other regions in Maharashtra.
2. During the 27 years between 1948 and 1975, there were a number of changes in the pattern, management and syllabi of secondary education in Marathwada. This was inevitable in view of the reorganisation of the states. Yet in Marathwada these changes created a state of instability, which was partly responsible for the poor quality of secondary education in the region. However, from 1975 onwards, secondary education in Marathwada appears to have reached a state of stability in respect of syllabi and structure.

3. Following salient features of difference, were noticed when the various groups of secondary schools in Marathwada were compared with one another.

- (a) A comparison between the physical facilities of urban and rural schools showed that urban schools had better types of physical facilities which included such items as buildings, furniture and educational aids.
- (b) Similar comparison between private schools and Z.P. schools showed that the physical facilities of private schools were definitely of a higher standard.
- (c) Physical facilities in schools with good results were of a better standard than those in schools with bad results.
- (d) Management of urban schools was of a better standard as compared to that of rural schools.
- (e) Urban schools show a superior state of development to the one attained by rural schools. Similarly, private schools were more developed than Z.P. schools.
- (f) English medium schools were so decidedly superior to other schools that there cannot be any comparison between the two.

(g) In the pamphlet Gradations of Secondary Schools marks were allotted to "Schools and their relationship with the community around." As compared to the marks obtained in other items, schools from all groups appeared to have obtained less than 50% marks in this item. This shows that in this particular respect, viz., the relationship between the school and the community, all the schools, no matter to what group they belong, have a considerable leeway to make up.

4. The achievement test given to students from the 8th class showed that between urban and rural schools and between schools with good results and those with bad results, achievements of students from urban schools and schools with good results were decidedly superior. In contrast, comparison of private and voluntary schools with Z.P. schools did not show any appreciable difference.

5. Analysis of SSC examination results shows that private urban schools have the best results, next in order are Z.P. urban schools and Z.P. rural schools. In general private schools have far better results than Z.P. schools, while urban schools in general have better results than rural schools.

6. If we take into account the percentage of passes, it appears that most schools which have a percentage of less than 20 are in rural areas. In the 20 to 30 percentage range Z.P. schools are greater in number than private schools. Private schools are to be found in greater number than Z.P. schools in the group of schools having a percentage of more than 60. Five urban schools showed cent per cent results, while it is a notable fact that no rural schools has a 100 per cent result.

7. From replies to the questionnaire give by 10th class students the following significant conclusions are drawn :

- (a) Proportion of boys and girls in secondary schools is 3 : 1.
- (b) Nearly 90% of students in the 8th and 9th classes pass in all subjects.
- (c) In Marathwada, about 55% of students are from agricultural families or are sons of farm labourers.
- (d) Rural schools have a greater proportion of girls from agricultural families or from families of farm labourers.
- (e) Fathers of 68% of children from secondary schools have passed the 4th primary class examination while mothers of only 36% have learnt up to this standard. This proportion is higher in cities than in villages.

- (f) students from 9th and 10th classes show a tendency to select Economics and Commerce as their optional subjects. In comparison, of subjects like Agriculture, Music and Work-experience have not been selected by many.
- (g) About 25% of children have to stay away from their parents for their education. 34% of these live in hostels. Others live either with their relatives or in rented rooms. 45% of students, living away from their parents either get their meals from their homes in tiffin boxes or cook their meals themselves or go to an eating place for meals. These students cannot afford to pay the charges for meals at eating places.
- (h) 40% of students suggested that the places where they live are not suitable for study while 58% thought that they are. 2% did not express any reaction.
- (i) 9 - 10% students have to depend upon persons other than their parents for their education.
- (j) 38% of school-going students do not buy text books, even though they are inexpensive. About 16% cannot afford or do not think it necessary to buy them or complain that books are not available in their villages.

- (k) A majority of students think that teachers' ability to give a satisfactory and adequate explanation is a criterion of good teaching. The reasons for inability to follow the teaching of certain subjects are : an innate difficulty of the subject, failure to understand what is taught, or indiscipline in the class.
- (l) About 40% of students find English as a difficult subject while 28% have difficulty with Mathematics. Most of these students feel that they were either weak in the subject from the beginning or did not appear to have the intellectual capacity to grasp the subject.
- (m) 80% of students find it necessary to go in for private tuitions, majority of whom do so for scoring a higher percentage of marks, 25% find private tuitions necessary for passing in the subject.
- (n) 50% of students find that there is an adequate number of books in school libraries. About 40% students borrow books for home reading while 40% think that there is sufficient room in schools for study.
- (o) Most of the students feel that school laboratories are well equipped for carrying out experiments, that scientific apparatus is available on time and demonstrations are adequate.



- (p) Though as many as 62% students find educational aids useful, only 39% students expressed their reaction that teachers actually use the aids.
- (q) Games and sports, dramatics, elocution, social work and NCC appear to be the most popular extra-curricular activities in secondary schools. Z.P. urban schools show a lesser preference for sports and games, dramatics or social work. In urban private schools items like elocution seem to be in lesser proportion. NCC activity appears to be rare in Z.P. rural schools. 65% of students expressed the reaction that extra-curricular programmes were either not available in schools or if they were they did not get a scope to participate in them.
- (r) A majority of students are in favour of having terminal and annual examinations.
- (s) 72% of students have responded that it was true to a large extent <sup>at least</sup> or <sub>to</sub> some extent that there were malpractices in examinations.
- (t) Students gave the following reasons for malpractices in examinations : Lack of regular study on the part of students throughout the year, desire to pass without putting in efforts and also their desire to score ~~more~~ marks than what they really deserve.

(u) Following were the measures, recommended by students in order of merit to improve examination results :

regular habits of study; less allocation of time and attention to non-curricular activities; necessity of schools sticking strictly to the examination schedule by careful planning, completion of examination and declaration of results in time; need to have special coaching classes for weaker students; and the necessity on the part of teachers to be well-prepared for teaching their subjects.

(v) With the exception of a few urban Z.P. schools the standards of discipline in the majority of schools appears to be satisfactory.

8. Following are the major characteristics of the different types of schools noticed from the data collected by teacher investigators :

(i) Students in urban, private and schools with good results are admitted on merit basis. Headmasters get the guidance in school administration from school management. These schools do not have any serious problems of indiscipline in case of students or teachers. Guardians have a good opinion of these schools and they have sought admission for their wards because of this reputation. Members of the management are happy that they started such a school. These schools enjoy a high status in society.

(ii) Urban, private and schools with bad results admit students on the basis of marks obtained in the last examination they passed. Guardians selected these schools merely because they were close by. Members of the school-management did not express any reaction because the schools had bad results.

(iii) Not much information could be gathered from Z.P. urban schools and schools with good results.

(iv) An atmosphere of indifference appears to prevail in respect of Z.P. urban schools as also schools with bad results. No one appears to be interested in the working of the schools, there is a lot of undue interference in school administration, there are no appointments of teachers subjectwise, there are problems of students' indiscipline, there is no selective admission of students, guardians have an adverse opinion about the standard of the schools.

(v) Rural-private and schools with good results have selective admissions of students on merit, headmasters generally enjoy freedom, they get cooperation from their managements, there are hardly any problems of indiscipline in respect of teachers and students, guardians select these schools because of their better standard, relations between guardians and schools are cordial and satisfactory; however in the case of certain schools there appears to be too much of interference from managements in the day-to-day working of the schools.

(vi) Rural, private and schools with bad results are a source of anxiety in Marathwada. Usually such a school is the only school in the village there is a lot of political and social pressure, managements are academically inactive, there are open admissions and managements of many schools indulge in financial malpractices. Some of these schools have a zero per cent result. Managements, guardians or people from the neighbourhood have little or no interest of any kind in the schools. Children of rich and well-to-do parents are sent to urban schools, away from their village homes, and as a result no one is interested in improving the standard of these schools. The state of girls' education is deplorable. Girls cannot attend schools when they attain puberty on account of rowdy, antisocial elements. Consequently there is <sup>a</sup> very small proportion of school going-girls. There is, therefore, very little scope for the educational development of girls. There is very high percentage of drop-outs among girls before passing the school final examination.

(vii) Headmasters of rural Z.P. and schools with good results have freedom in running the schools. Though they have to take orders from Z.P.s and though there is interference from political parties they have cordial relations with their staff. Guardians had no choice in selecting

the school as it was the only school in village. There is hardly any contact between guardians and the schools. It is really creditable that examination results of these schools are good in spite of such unfavourable situation.

(viii) Some of the rural, Z.P. and schools with bad results have untrained headmasters, problems of students' and teachers' indiscipline exist in these schools and laboratories, libraries, building and furniture are found to be inadequate. Headmasters are ineffective and there is open admission for students. There is groupism among teachers, students are not interested in learning because of the indifferent village atmosphere, teachers make little or no efforts to develop the interest of students in education, most of the guardians being illiterate, there is hardly any favourable atmosphere at home. Pressure from political bosses exists in all these schools and no attention is paid to the reaction of the guardians. Difficulties of schools have gone unheeded for years together. Examination malpractices are prevalent on a very large scale in these schools.

(ix) In English medium schools, teachers and headmasters are carefully selected by a special method of selection. Most of the pupils are from well-to-do and affluent families and relations between guardians and schools are cordial. These schools have better educational facilities as compared to other schools. Even though these schools have good results they appear to suffer from two kinds of

drawbacks : one, they have no adequate hostel facilities and two, inspite of their medium of instruction being English a large number of students fail in that subject.

(x) In our discussion with teachers during the tour of Marathwada region it was revealed that many of the children in these schools were the first generation of learners in their families. The proportion of these children is much higher here than in other parts of Maharashtra, because prior to 1948 there were very few primary schools in the villages of Marathwada and secondary schools were still fewer.

### Conclusions

Following conclusions are drawn from the information gathered from various sources included in this report. The sources are : information received at teachers' meetings, replies to questionnaires received from 8th and 10th class students and the pamphlet entitled 'Gradation of Secondary Schools' prepared by the State Institute of Education, Pune.

1. Urban schools which are conducted <sup>by</sup> socially conscious private managements and whose founders during the pre-Independence period had devoted themselves to the cause of education are comparatively better off in facilities, such as, buildings, libraries, laboratories, co-curricular activities and educational aids. Naturally, their results are good. These schools are normally located in urban areas.

Similar situation does not exist in rural based schools started by private agencies. Especially in case of schools, barring a few exception, that were started after Independence, barring a few exceptions, managements have not paid adequate attention to their development. We have already noted that many of them have not spent anything on items other than staff salaries. It is a matter of grave concern that there are such schools in Marathwada. In Z.P. schools the situation is even worse, whether the schools are urban or rural. They lack such basic amenities as benches and library books, (even if they have some, they are, for some inexplicable reason, kept under lock and key). Laboratories are ill-equipped and often located in lumber rooms. A total lack of academic atmosphere and dearth of even such simple things as blackboards or chalk, make the condition of these schools extremely pitiable. Roofs of school buildings are full of cracks and services and afford no protection against the fury of the sun, the wind or rains. No one among the management or the teachers feel any sense of belonging. The situation becomes all the more serious since as many as 40 per cent of students in Marathwada attend these schools.

2. As for as the relationship between managements and headmasters and teachers is concerned there are four categories of schools : urban, rural, those managed by private agencies, and those by Z.P.s. Problems of management in Z.P. schools hardly exist since the Education Officer heads the management, while decision-making rests with the Z.P. Chairman and members of the Education Committee, with

constant interference from elected members of the Z.P. Teachers protected by political leaders do not think they are answerable to headmasters. Headmasters in all the categories of schools are appointed on seniority basis and, therefore, have nothing to strive for except getting their salaries and earning their pension, which they do automatically in course of time, without any special effort on their part. Since this whole arrangement is, by an unwritten code of behaviour, totally impersonal an atmosphere of indifference prevails at all levels.

Privately managed schools fall under two categories. In the first we have schools established for achieving certain social or educational objectives. Managements of these schools act in close cooperation with the headmasters and staff and if at all there are any differences they are on the plane of ideas. However, in the second category, we have smaller schools where undue interference often of an obstructive nature from the managements in the day-to-day affairs of the school prevails as a rule.

With the exception of a few urban schools, we have in all the rest, examples of students' truancy, absenteeism, attending classes without textbooks, neglecting homework, copying at the time of examinations and threatening teachers with their insolent behaviour. Such instances of misconduct are more or less common in all rural schools in Maharashtra but there they have not assumed so serious<sup>^</sup> proportion.



Teachers in some schools pose some serious problems, common among which are - they do not regularly hold classes, teach without preparation, do not apply their mind to work, and do not put in any effort to improve their academic standard. Besides there are also teachers who look upon teaching as subsidiary profession, and carry on their other principal business like agriculture, shop-keeping, insurance agency, etc. They are not interested in education; it is, therefore, no wonder that these schools are at the lowest lowest level.

3. Following were found to be the reasons for bad examination results in Marathwada schools :

(a) An attitude of indifference towards education on the part of headmasters and staff.

(b) The management being indifferent, there is no feeling of regret that something is wrong and hence there are no efforts for improvement.

(c) On account of poor quality of primary education, weak students are admitted to secondary schools. It was found that many students of Std.V could not write their own names properly.

(d) The social atmosphere in rural areas is one of instability. Political wrangles and factional infighting probably affect the schools. Elected members of democratic bodies constantly interfere with the schools administration which results in an utter lack of discipline. Nothing is done to

improve the quality of teachers. Practically in all types of schools the reaction was that the teachers do not do anything to improve their quality.

(e) Fathers of 68% children entering secondary schools have learnt up to the IV standard, while the percentage of mothers reaching this level is not beyond 36%. A majority of homes, therefore, are deficient in providing favourable atmosphere for education and study. This may also be one of the reasons of bad results.

(f) If 40% of students do not buy textbooks of any kind, it naturally affects their results. At the school level, this situation is particularly harmful since schools lack library facilities. Colleges can at least compensate for lack of textbooks among students through their libraries.

(g) Failures in English and Mathematics are the major cause of bad results. Since 1972, after introduction of the revised courses of study at the SSC level, these subjects were made compulsory for all students. However, the number of failures in History and Geography is also increasing. SSC results will not improve unless teaching of these subjects improves right from the V standard onwards.

(h) The feeling that malpractices in examinations are in vogue and that one can pass only with their help has unfortunately become widespread and deep-rooted. They are practised on a very wide scale even in routine school examinations. These malpractices are reported by all investigators and they have been mentioned during the interview by senior workers.

4. The revised course of secondary schools was started in 1972 and the first batch under this course appeared for the 10th standard/SSC examination in 1975. Since then it has been found that the examination results of Marathwada schools have been considerably lower than those in the rest of Maharashtra. It is the common perception of teachers, and even of educated guardians that the new course is difficult and a little too heavy for rural students. Schools, according to them, provide poor and inadequate help to prepare students in new syllabus.

5. Educational progress of the Marathwada region lagged behind the rest of Maharashtra because it was a part of the Nizam's dominion for centuries. Yet, educational institutions started in pre-Independence days by private agencies have proved by the success of their institutions that, given proper ideological basis to the workers, privately run institutions do show good results.

There were a number of social movements in Marathwada after Independence. The expectation was that as a result of these movements the managements of educational institutions would be run on democratic lines and would be popularly oriented. Unfortunately, these expectations have not sufficiently materialised.

### Recommendations

Before we make recommendations arising out of the data collected, it would be proper to lay down the problem issues on which they are to be made. Taking into account the objectives of qualitative improvement in education in the schools in Marathwada region and the improvement of their SSC examination results, the recommendations must be made in respect of schools, teachers, managements, the examination system, and the administrative set-up.

1. Schools : We suggest the following recommendations in respect of the schools :

(a) School buildings in rural areas should be repaired immediately.

(b) A school must at least have the following minimum facilities : a bell, a table and a chair in every classroom, blackboard, seating arrangement for students, a library adequately equipped with books and a rule must be made for the appointment of at least a part-time librarian.

(c) Provision of drinking water and separate sanitary arrangements for boys and girls should be regarded as a must.

A maximum time limit of three years may be given for the fulfilment of the above conditions. If a school is unable to fulfil them it should be closed. There would be less damage in closing a school than in cheating the people by running it without minimum necessary facilities. The responsibility of providing the above facilities in respect of Z.P./Govt. schools should rest with the Z.Ps.

## 2. Teachers

(a) No teacher should be transferred after the commencement of the academic year except when a vacancy arises for unavoidable reasons such as resignation, dismissal or death of a teacher.

(b) Teachers in rural areas should not be given appointments in villages in their own talukas.

(c) Subject teachers organizations and B.Ed. colleges should be asked to arrange in-service training courses for teachers. Attendance at these courses should be made compulsory for all teachers at least once in three years. The penalty for non-attendance would be temporary suspension of his annual increment until he fulfils this condition.

(d) No untrained teacher should be appointed henceforth in secondary schools. Since syllabi in all subjects have now been improved, appointments of trained teachers has now become a necessity.

(e) There are a number of non-graduate teachers who have passed the D. Ed. examination. It should be insisted that these teachers should get a degree in the subjects they teach, within 3 to 5 years. If there is no degree in the subject, refresher courses for teachers should be held.

(f) It should be compulsory for all teachers who teach the X class to have offered the subject they teach as an optional subject either at the first or second degree level. A subject like English is compulsory at the B.A. and B.Com. examination in most universities. This, however, should not be considered as adequate qualification to teach the subject. Unless the subject has been offered at the optional or supplementary level at the degree examination the teacher should not be allowed to teach it. In case the subject was taken up at the degree level refresher course in it be held at least once in five years and made compulsory for all teachers teaching the subject.

(g) It should be made compulsory for teachers in rural areas to stay in the village in which the school is located. Guardians and other inhabitants should guarantee that teachers are assured of their safety and treated with dignity.

(h) Teachers should be prohibited by law from following any other business such as agriculture or insurance, etc. and treat teaching only as a side business. A side business seriously distracts their attention from teaching which should deserve their undivided attention.

#### 4. Managements

Two different types of measures of improvement could be suggested : (a) as an appeal for enlightenment and (b) as a legislative measure.

(a) Taluka-wise meetings of managements should be held to explain the latest legislative measures in respect of secondary education. Along with this, guidance be given in such matters as how to improve the school and what responsibilities managements could share in this process of improvement. In fact, it would be useful if educational institutions like Swami Ramanand Teerth Sanstha and the Indian Institute of Education could publish a pamphlet for the guidance of managements.

(b) The constitutions of institutions should be studied with a view to ensuring how these institutions could be managed more democratically.

(c) It is necessary to make more objective the legislative procedure of handing over to government administration of the schools which are run indifferently, which have poor results, against whom there are complaints of malpractices and where sufficient provision could not be made for expenditure on items other than payment of salaries. We are told that there is a provision of taking over the administration of such managements, but it is rather vague and can be easily waived under political pressure. The result is that malpractices and mismanagement still continue. How this could be corrected by appropriate legislative action needs immediate attention.

(d) The deplorable state to which schools in Marathwada are reduced appears to us to be so serious that we propose ways and means for their improvement in a separate chapter. Z.P. schools are discussed exhaustively in the next chapter.

#### 5. Examination system

Effective and academically sound examination system based on unit tests, semester examination and assignment of home work needs to be strengthened, maintained and continued. We recommend that there should be suitable legislative measures to take criminal action against those who are involved in examination malpractices. The present attitude of laxity and irresponsibility fostered among students at a very early stage of their lives is utterly abnoxious. This must be stopped at any cost.

Examination results in most schools have to be manipulated under pressure from one influential quarter or an other. Schools are utterly helpless and have to yield to them. For objective results teachers and headmasters should be given greater autonomy and security. If these results improve, SSC results will also automatically improve.

#### 6. The Administrative set-up

During the last few years there was tremendous growth in the number of schools. But there were no commensurate increase or improvement in the school inspection system.



School inspection has lost its former rigour and follow-up. It must change with changes in conceptual framework of education and the schools must be inspected according to a new pattern. If it is conceded that there are problems of quality improvement of education in Marathwada, is it not necessary to adopt special measures? The present attitude of mechanical uniformity in judging the level of achievement attained by schools which obliterates the distinction between a good school and a bad school needs to be changed. Special grants to provide for extra amenities in educational facilities have to be sanctioned by government in order that schools in Marathwada get over their handicaps and reach the level attained by schools in other parts of Maharashtra. If this is not done, the gap between the developed and the under-developed would go on widening and this would threaten the emotional integration of the region with the rest of Maharashtra.

As a first step to achieve the above goal we recommend that there should be a more rigorous, thorough and effective inspection system. Education officers of Z.P.s today<sup>are</sup> burdened with such a heavy load of administrative work that they can hardly pay any attention to improvement in the quality of education. It is, therefore, necessary to appoint a special officer of the same status and entrust them with the new system of school inspection.

### 7. Problems of Girls' Education in Secondary Schools

The proportion of girls attending secondary schools in Marathwada is very small. This is natural in a region where the overall percentage of literacy is not more than 26 per cent. The problem of girls' education has now reached such a low proportion that the situation will never improve unless something is done immediately. Positive action is therefore called for. If we compare education of girls with that of boys, we notice a glaring disparity between the two. To start with, a very small proportion of girls of the school-going age join schools. Out of these, a still smaller number reach the secondary stage where the higher rate of drop-outs also persists. The drop-out rate of girls is far more than that of boys. Again passing the 7th class examination (still popularly known as School Final examination) being considered an important stage in the process of education, the drop-out rate of girls increases after this stage.

Following couple of remedial measures are suggested to improve the state of girls' education. Today the minimum age for the entry of a child in a school is 6 years. However, very few children actually enter schools at this stage, because of the traditional backwardness of the region. Girls in particular, do not seek admission to schools before they are 6 or 7. There is again the problem regarding the class to which they could be admitted. It is suggested

here that girls joining a school late, should be allowed to skip the class which they join and appear for the next higher examination within the same year in order to make up for their initial handicap. This should not be difficult for them since it has been proved psychologically that girls at the age of 7 or 8 reach a level of greater maturity in their physical, intellectual and emotional development than boys of the same age. Advantage of this principle could be given to girls.

Social change is a slow process. If for traditional reasons, people do not send their daughters to schools or withdraw them from the school halfway before completion of their education, it is necessary to make a special arrangement for girls' education. There should be more part-time secondary schools for girls. An attempt could be made in these schools to combine non-formal and formal education which will solve the problem of secondary education for girls.

In Marathwada, Smt. Deshmukh had started an adult female school where the syllabus for Stds. I-IV was to be covered in two years and the syllabus for Stds. V-VIII was to be covered in another two years. However, for want of adequate government cooperation the scheme could not attain the expected success. We recommend that both the government and voluntary agencies should reconsider similar schemes for women's education in Marathwada.

8. As a result of discussions held in the course of our investigation with several persons regarding the type of training received by teachers in B.Ed. colleges we have arrived at the following conclusions : (a) The entire B.Ed. course should be so thoroughly overhauled so that its objectives are in keeping with those of the revised secondary school syllabus. (b) The method of teaching adopted in the B.Ed. colleges should be such as would be adopted in all types of schools. (c) The content of courses should pass the test of practical utility. (d) The B.Ed. trainees should receive additional training in the art of communication because many teachers are ignorant of this art. (e) In addition to all this, a content course of all the subjects included in the secondary school syllabus should form an integral part of the B.Ed. course.

#### 9. Parent-teacher organisations

These organisations should be started in all schools. They might not initially be very successful, yet persistent efforts are necessary to keep them alive and active; for they form a part of the social education.

#### 10. Miscellaneous

A programme for stimulating educational awareness in the people of Marathwada is the need of the hour. Undoubtedly it is a difficult task. Even then it is essential that the leaders working in the field of social work should undertake the work of inculcating educational value and also encourage innovations and experimentation in the field of education, and put them across to the common man.

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## Chapter V

### Secondary Schools run by Zilla Parishads in Marathwada : Their Present state and suggestions for the future.

From the information given earlier, it would be clear that the situation in the secondary schools in Marathwada, run by Zilla Parishads, is far from satisfactory. The number of secondary schools conducted by ZPs in Marathwada is overwhelmingly larger than that in the rest of Maharashtra. Again, since the future of more than 50% per cent of secondary school students in Marathwada is connected with these schools, we thought it appropriate to devote a special chapter to suggest some remedial measures for their improvement though we are aware that this will involve some unavoidable repetition.

Prior to 1948, the number of privately run schools in Marathwada was very small and the majority of schools were under the direct control of the Nizam's administration. There was again no distinction between primary schools and secondary schools in Marathwada, some schools had classes from I to X while others had from I to IV and some others from I to VIII. The medium of instruction was mostly Urdu in all schools, which was replaced by Marathi only after Independence. New secondary schools were started in response to growing popular demand. It was soon realized, however, that it was one thing to come together under the powerful stimulus of the freedom movement and quite another to start and run an educational institution. Since private agencies

could not fully meet the demand for secondary schools, people had to approach the Government for starting schools. In response to this the Government allowed schools which had classes from I to IV to start classes up to the VII standard and where there were classes from I to VII to extend them up to the Xth. While giving this permission, the government did not impose any conditions such as adequate and properly constructed buildings or provision of educational facilities or appointment of trained teachers. Schools which had primary or lower secondary classes started classes upto the X automatically without making additional provisions at all. Later, after 1975, some of these schools even started the XI and XII higher secondary classes also in spite of the fact that buildings were both inadequate and badly constructed. Again nothing was done for their upkeep and the schools were ill-equipped, in some case they had no blackboards and no furniture for the students. The campuses of almost all schools were filthy and the schools lacked libraries and laboratories. One can imagine the miserable state of these schools. This does not mean that there were no good Z.P. schools at all in Marathwada. A few good schools did exist. The Government had provided them with good and spacious buildings but since these are not more than 10 per cent of the total number of schools, the questions of school campuses and equipment has assumed a serious proportion.

In 1962, after the passing of the Z.P. Act, the government handed over to the Z.Ps all its primary and secondary schools. During the period that followed the Z.Ps on their own started a number of new secondary schools at different centres. This created a situation where there were two types of schools under the Z.P. administration; the first consisted of schools which had been under the old government administration; i.e. ex-government schools, and the second, of schools newly started by Z.Ps. after the Z.P. Act of 1962. There was some discrimination in the beginning in the non-salary grants paid to schools of these two types but now both are getting grants at the same rates.

Following are the major characteristics of Z.P. Schools in Marathwada. The Z.P. Education Officer is in overall charge of administration, with a Deputy Education Officer to assist him. There is an Education Committee whose chairman, as a people's representative, is in-charge of schools. As Z.P. Education Officers are under the direct or indirect control of the Chairman, Chief Officer, Chairman of the Committee and members of the Education Committee, they have to obey the orders of these officers or elected representatives. Matters like appointments and transfers of teachers along with the general administration of the schools are within the purview of the Z.P. policies which are laid down by the elected members but they are executed by the Z.P. Education Officer, who often finds himself pulled in different and often opposite directions by the diverse authorities under whom

he serves. Barring a few exceptions, there is constant interference in the day-to-day affairs from elected members or Z.P. officials.

The staff of private schools is under the Headmaster of the school. In large institutions, teachers get little or no opportunity to meet the Chairman or the Secretary of the Society. Barring a few exceptions, the Management exercises little or no direct control over the schools. In Z.P. schools the situation is totally different. There are frequent transfers of officers and elected members are also changed after elections. There is, therefore no consistency in control. If a representative of their own caste, party or acquaintance is got elected, teachers cultivate him and bring pressure on the Z.P. Education Officer and the Headmaster of the school. Many times, headmasters also use the same tactics. Day-to-day interference of the elected representatives, therefore, is the first and the most significant difference between Z.P. schools and private schools.

In case of private schools salaries of teachers are paid and distributed by the government. In addition, these schools are paid non-salary grants. When the new grant-in-aid formula came into force, initially the schools spent somewhat liberally on non-salary items on their own.



Teachers' salaries in Z.P. schools are paid from the government treasury; but in case of non-salary expenditure there are different modes of payment adopted by different Z.P.s. Some ZPs distribute the money they receive on this account from the government to schools according to the strength of each school; while in some others, the amount is paid annually as in the case of private schools. Another mode of payment of miscellaneous expenditure also exists. The Z.P. pays only a part of the expenditure to the school while the remaining amount is utilised by the Z.P. education officials for buying educational aids and other material on the advice of the elected members of the Schools Committee. This material is then distributed among the different schools. This distribution is often discriminatory and faulty. If a part of the material happens to be not immediately useful to the school, which happens frequently, the schools have a problem of where to stock it. In short sufficient grant is also not available for purchase of useful and appropriate material. At other places where the headmasters enjoy some freedom in financial matters, the grant is not immediately released by the Z.Ps. since it gets stuck up in the maze of rules and the complications of official formalities. This gives scope for corruption. Then again Z.P. schools do not get sufficient funds for non-salary expenditure and, therefore, there are hardly any co-curricular activities in the schools.

Appointment of teachers in Z.P. schools are made by the Z.Ps. very often on the dictates of the elected members. Therefore they are far from being fair, impartial or academically proper according to needs. Appointments and transfers again are not always based on the needs of schools. The result is that while there is an excess of teachers in certain subjects, in others there are shortages. This has an adverse effect on the results, particularly of the public examination at the end of the X class. Transfers of teachers is another headache of Z.P. Schools. Teachers manage to get transfers to their native villages by using their influence with the authorities. For many teachers, teaching is only a side business, their main business being looking after an insurance agency, farming, money lending, shop-keeping or trading of some sort. This happens also in private schools but teachers in private schools are under the direct control of some authority or the other to which they are answerable in case of bad results. In Z.P. schools the headmaster is often a non-entity, very often ignored by all and, therefore, no action - disciplinary or otherwise - is taken against an erring teacher. If a teacher is again supported by an influential elected member of the Z.P., no power on earth dares touch him. How to make teachers regard teaching as their main business has, therefore, become a vexed problem.

Activities like supervision, inspection and guidance to schools are conspicuous by their absence in spite of the vast paraphernalia of education officers, deputy education officers, block officers, etc. The problem is not so pressing in urban schools where the managements being watchful and vigilant are ready to make up any deficiency in respect of staff appointment. The lack of proper control over Z.P. school in rural areas is very often not noticed at all by any one so that deficiencies become chronic and accepted as a part of the nature of things. The immediate remedy, therefore, would be to take immediate steps for the special arrangement of a proper machinery for the supervision and inspection of schools. A bifurcation of inspecting and administrative duties is again an urgent need as the number of Z.P. schools is very large.

This problem was discussed with a number of persons, connected with Z.P. schools and the following remedies are suggested.

- (a) Handing over the schools to private agencies in the community in which they are located.
- (b) Creating district-wise autonomous corporations and making them wholly responsible for the schools.
- (c) Taking over the managements and administration of the schools from the Z.P.s and entrusting them to the direct control of the state government.
- (d) Establishing local educational institutions with adequate representation of teachers and entrusting them with the entire responsibility of managing the school

Each of the above remedies was discussed at length with many people such as Retd. D.E. & Deputy D.E. There was a wide spectrum of reactions and views. The rural schools managed by private institutions are as bad as Z.P. schools. Therefore, teachers and workers in rural areas opposed this remedy strongly. There are doubts again about the efficacy of autonomous corporations which, it is feared, would merely be a duplication of the Z.P.s. The same pressure would operate there as the entire fabric of society is rotten to the core. If the government takes over the administration, the abuse of authority would be minimised since the interference of elected members would be obliterated. This, however, would be only a short time remedy : the permanent solution being the formation of a corpus of responsible citizens in a locality and entrusting with the entire responsibility of running the schools. Teachers should be properly represented on the management of these schools. The management being local and created by the community itself, people would have lasting interest in the school. They would collect funds and provide for all the needs of the school such as buildings, educational aids and the maintenance of academic and administrative efficiency, etc. Schools of this type appears to be doing excellent work in Western Maharashtra. Schools in Marathwada should, therefore, be handed over to specially created public trusts within the next decade and thus end the present impasse.

Some Urgent Remedies

The above suggestions might take a long time to be put into practice. If they are delayed, there is the danger that schools may further deteriorate. We are, therefore, recommending the following remedial measures which could be put into effect immediately.

1. There are several headmasters of Z.P. schools who are in class II service. The people are senior but their authority is limited to their schools only. There are several schools with sufficient number of divisions, where assistant headmaster could be appointed. We recommend that in such schools assistant headmasters be appointed and a school-complex of 4 to 5 schools be formed and the headmasters in class II post be given power of supervision and control of these schools or they be assigned this responsibility. Effective functioning of these school-complexes would possibly help in upgrading the schools.

2. It is estimated that only 3% of the expenditure is spent for non-salary items of expenditure in Z.P. schools in Marathwada. As per grant-in-aid the schools are allowed to incur this expenditure upto 12%. This has seriously thwarted the development of Zilla Parishad schools. That being the situation we recommend that the government should find out the average non-salary expenditure incurred in private schools of Maharashtra, during last few years and on that basis provide additional funds to the Z.P. schools and thus make up, within five years, the backlog of this expenditure.

3. It has been stressed over and over again in this report that the state of school buildings is abominable. On account of administrative difficulties either no attention is paid to the repairs or they are not carried out in time. It is, therefore suggested that a special machinery be devised to supervise the school buildings by creating a special administrative cell on which representation should be given to personnel from the department of education so that proper advice regarding building repairs would be forthcoming on priority basis.

4. There are quite a few Z.P. schools which are hopelessly sick. In the Secondary Schools Code there are provisions to take over private sick schools but no such provision exists in respect of sick Z.P. schools. An urgent reformative measure, therefore, would be the creation of a School Reform Board which may be independent for each district or joint one for a group of districts. Such a measure will provide for more attention to sick schools.

These urgent measures are suggested for immediate implementation. This does not mean, however, that matters would improve as soon as they are brought into effect. What is needed for a permanent solution is to make certain administrative arrangements of a basic nature. This responsibility devolves on the government or the elected representatives of the people. The above suggestions are made to avoid the state of uncertainty that might arise in case a permanent solution is delayed.

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Appendix I

Swami Ramanand Teertha Samshodhan Samstha, Aurangabad

Comprehensive study of secondary schools in Marathwada

(In collaboration with the Indian Institute of Education, Pune)

Questionnaire for Students of Standard X

In case of questions requiring Yes/No answers make the sign (✓) at the proper place. At other places give the necessary information.

1. Full name of the student (beginning with surname) :
2. Sex : Male ( ) Female ( )
3. Name of the school and place where it is located :
4. Permanent Address (Of place where your parents or guardians live) :
5. How did you pass the VIII and IX : Std.VIII - Passed ( )  
standard examinations? Promoted ( )  
Std.IX - Passed ( )  
Promoted ( )
6. (a) Business or profession of father (Farmer, farm-labourer, Government-Private service, :  
Teacher, Professor, Labourer, Doctor, Engineer, Merchant, Pleader etc.
- (b) Have your parents studied at least upto the IVth standard? Mother Yes ( ) No ( )  
Father Yes ( ) No ( )
7. Voluntary subjects in X std. :

8. i) Where do you stay at present?

- a) With your parents : ( )
- b) Away from your parents : ( )
  - 1. with relatives ( )
  - 2. in rented rooms ( )
  - 3. in hostel ( )

ii) If you stay away from your parents what arrangements have you made for your meals?

- a) With relatives : ( )
- b) In hostel ( )
- c) In a lunch house ( )
- d) Self cooking ( )
- e) Getting food daily by bus from home in a tiffin box ( )

9. Who pays for your education?

- i) Parents ( )
- ii) Guardians-Relatives ( )
- iii) Govt. Scholarship ( )
- iv) Self-help ( )

10. Purchase of text books

i) Have you purchased all text books Yes ( ) No ( )

ii) If you have not, why not

- a) I got all my text books from the school Yes ( ) No ( )
- b) Got them from a book bank Yes ( ) No ( )
- c) Cannot afford to buy books Yes ( ) No ( )



d) Do not think it necessary to buy text-books Yes ( ) No ( )

e) Books are not available in our town/village Yes ( ) No ( )

11. School Life

i) Name the subject, the teaching of which you understand best :

ii) Which of the following reasons help you to understand the subject well?

a) The teacher gives adequate explanation ( )

b) The teacher stimulates thinking ( )

c) The teacher gives notes while teaching ( )

d) We can take down notes while the teacher teaches ( )

e) The teacher teaches from the point of view of the examination ( )

f) The atmosphere in the class while the teacher teaches is disciplined yet free ( )

g) Any other reason

. iii) What are the reasons why you do not understand the teaching of a subject? (Write the name of the subject)

a) The subject appears to be difficult ( )

b) It is difficult to understand what is taught ( )

c) The language of the teacher is difficult ( )

d) There is disturbance in the class ( )

e) I am irregular in the class ( )

f) The teacher is irregular ( )

g) The teacher does not teach according to the syllabus ( )

12. Difficulties in teaching, private coaching classes etc.

a) Which of the subjects in the syllabus do you find the most difficult (Name of the subject) :

b) Why do you find it difficult?

1. I am weak in the subject from the beginning ( )

2. No good teacher was available to teach the subject ( )

3. There was no teacher available to teach the subject last year ( )

4. Text books in the subject are not useful ( )

5. My intellectual grasp falls short in the subject ( )

c) Do you feel the need of a private tuition? Yes ( ) No ( )

d) What is the reason for this?

1. I want to get passing marks in the subject ( )

2. I want to score good marks in the subject ( )

3. I want to get mastery in the subject ( )

13. Library

a) Do you take books home from the school library? Yes ( ) No ( )

b) Are there adequate no. of books in the library? Yes ( ) No ( )

c) Is there sufficient seating accomodation in the library? Yes ( ) No ( )

d) How many times in a week do you change the books? ( )

14. Science Practicals

- a) Is your school laboratory well equipped with apparatus etc,? Yes ( ) No ( )
- b) Do you get the apparatus adequately and on time? Yes ( ) No ( )
- c) Do you complete your practical journal in time? Yes ( ) No ( )
- d) Do you get it examined in time? Yes ( ) No ( )
- e) Do you think the practicals in science subjects are adequate? Yes ( ) No ( )

15. Use of educational aids :

- a) Does your school use educational aids such as radio, cinema, projector etc.? Yes ( ) No ( )
- b) Do you find them useful? Yes ( ) No ( )

16. Co-curricular activities

- a) In which co-curricular activities do you participate?
  - Sports ( )
  - Games ( )
  - Dramatics ( )
  - Debate ( )
  - Social work ( )
  - NCC ( )

b) If you do not, why not?

- 1. We do not have them in our school ( )
- 2. We do not get the chance to participate ( )
- 3. I have no liking for them ( )

c) Name the programme useful to you from the point of view of your personality development

17. Examinations and Progress

- a) What do you think should be nature of X std. examination?
- |                |     |
|----------------|-----|
| Unit Test      | ( ) |
| Weekly Exam.   | ( ) |
| Monthly Exam.  | ( ) |
| Terminal Exam. | ( ) |
| Annual Exam.   | ( ) |
- b) It is said that at present there are a number of malpractices in examinations. Is it true?
- |                        |     |
|------------------------|-----|
| True to a large extent | ( ) |
| Generally true         | ( ) |
| False                  | ( ) |
- c) What are the reasons for malpractices
1. Students do not study throughout the year
  2. They want more marks than they deserve ( )
  3. They want to pass without any effort ( )
  4. Teachers encourage them to practise malpractices ( )
  5. The Institution/Community around encourages them ( )
  6. Students are not afraid of punishment in case they are found to use unfair means ( )
  7. The examination system by its nature encourages malpractices which are always found to be profitable ( )
- d) What do you think should be done to improve X Standard results? ( )
1. Special classes for talented students ( )
  2. Special classes for backward students ( )
  3. Special classes for disadvantaged students ( )

- 4. Better preparation on the part of teachers ( )
- 5. Better Library facilities ( )
- 6. Encouraging regular study habits among students. ( )
- 7. Proper planning of examinations (holding them in time, declaring results in time) ( )
- 8. Students should concentrate on examinations only ( )

18. What in your opinion is the standard of discipline in your school

- Excellent ( )
- Fair ( )
- Tolerable ( )

If the discipline in your school is fair or tolerable what are the reasons for this? Write briefly.

Signature of the student

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