Tilak Maharashtra Vidyapeeth, Pune

A CRITICAL STUDY OF LINGUISTIC, EDUCATIONAL AND ADMINISTRATIVE PROBLEMS OF JUNIOR COLLEGES ATTACHED TO SENIOR COLLEGES IN PUNE CITY, MAHARASHTRA.

A thesis submitted to

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For the Degree of Doctor of Philosophy (Ph.D.)

In Inter-disciplinary Subject
Under the Board of Studies Faculty of Arts

Submitted By
Shri. Jagdish Chinchore

Under the Guidance of

Dr. Nivruttee Pawar **Prin. Dr. M. D. Lawrence**

July 2015

Declaration

I the undersigned hereby declare that the thesis entitled **A Critical Study Of Linguistic, Educational And Administrative Problems Of Junior Colleges Attached To Senior Colleges In Pune City, Maharashtra** is written by me and the research work is carried out under the guidance of **Dr. M. D. Lawrence, Dr.Nivruttee Pawar,** for the award of Degree of Doctor of Philosophy (Ph.D.) In Inter-disciplinary Subject Under the Board of Studies Faculty of Arts and Fine Arts, Tilak Maharashtra Vidyapeeth, Pune

It is an original work and it has not been submitted or published in any form for fulfillment of any other degree or similar title to this university or any other university.

The material obtained from various sources has been duly acknowledged in the thesis.

Date : 24/07/2015

Place : Pune **Research Student**

CERTIFICATE

This is to certify that the thesis entitled **A Critical Study Of Linguistic, Educational And Administrative Problems Of Junior Colleges Attached To Senior Colleges In Pune City, Maharashtra** which is being submitted herewith for the award of the Degree of *Vidyavachaspati* (Ph.D.) in English and Inter-disciplinary Subject Under the Board of Studies Faculty of Arts and Fine Arts, Tilak Maharashtra Vidyapeeth, Pune , is the result of original research work completed by **Shri. Jagdish Chinchore** under our supervision and guidance. To the best of our knowledge and belief the work incorporated in this thesis has not formed the basis for the award of any Degree or similar title of this or any other University or examining body upon him.

Dr. Nivruttee Pawar
Research Guide

Dr. M. D. Lawrence
Research Guide

Place: Pune

Date: 24/07/2015

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CHAPTER - 1
INTRODUCTION

1.1 Historical Background

Education in its truest sense is the manifestation of perfection. Every human soul is born with an inherent capacity and quality. Education is meant for bringing awareness in an individual. It is the essence of human life. National leaders had their dreams on educated India. They felt that education is to develop a mind, not a career. Moulding of minds had been the prime concern of education in the ancient days. When the mind evolves, an individual personality develops. Individual person become the brick in the process of the national building. Individual development is never treated as a separate entity from national development. Education is sign of an individual development. It is the essence of national development. Lack of education creates a void, not only in an individual's life but also in a nation. It becomes the responsibility of the nation that every individual becomes educated. When one person is educated, it naturally benefits the next one. A lighted lamp can never be surrounded by darkness.

Thus the major concern of our national leaders became focused on the development of education. They felt education is the only aspect that nurtures and develops a nation and moves it towards the path of progress. Every obstacle in the path of education is an obstacle in the nation's path. Therefore, the prime goal of national development is the progress in education. It has no compromise. It has no replacement what so ever. The education in the most important stage of life, particularly the adolescent age, was the prime concern of our forefathers, so also for the present educators.

During the historical time, Indian has encountered diverse struggles to support learning process. Teaching-learning is a social as well as a national problem. It also leads to the potential of the grooming of the mankind. One of the famous national leaders, Mahatma Gandhi remarks that "Basic education links children, whether of the cities or villages, to all that is best and lasting".

Education in ancient India is said to have its origin from Vedic period around 10^{th} century BC. Under Vedic education, understanding of nature, logical thinking and

skills for occupation were taught. Even medicines for various diseases were mentioned in Vedas. India's oldest civilization dates back to 2500 B.C. Initially India is said to have been inhabited by of Dravidian tribes, later on the Aryan tribes from the north-west invaded the country around the period of 1500 B.C. Then the obvious merging of the cultures generated a unique blend of both the tribes.

In advance, education had been more of an unofficial nature, elements of traditional awareness and spiritual trainings were imparted concomitantly. Sages and scholars were the teachers imparting education verbally and oral dispenses, reading was the method of education. Traditional structure of education was strongly related to religious conviction as well as a strong belief existed that education occurs throughout experiences merely. The structure may be classified like '*Smriti*', '*Shruti*' and '*Nibhand*'. Where '*Smriti*' denoted from memory, '*Shruti*' denoted by utterance of mouth and '*Nibhand*' denoted through written text. The education affected the human being's sentiment and the way one thought and reacted in the humanity, this influenced one's thinking, feeling or acting. The purpose had been to initiate the inner self of a person and deliberately transmit knowledge, skill, customs and values from one to the other. Various rules of values, logical thinking, and reasoning ability were transmitted in this method. In the historical time, teachers and students have been co-travelers in the search of knowledge as well as practical experiences. Education was imparted without any discriminations of man or woman origin. Around 8^{th} century BC, women scholars such as *Gargi* and *Maitreyi* were mentioned in the Upanishads. Now a day, the society exists in all its scientific growth only, this is because of the power of education, the linguistic development and the management of the synthesis of all of the perimeters of social, technological, educational and ethical existence. The two outskirts of the society in its present form is largely due to the management of education and linguistic growth of human beings.

The initial venues of education were isolated from the main residents. Over the time, verbal education was substituted by scripts. Palm leaves and barks of trees were used for script and texts were inscribed on stones as well as caricatures. Gradually there evolved some modifications over the outline of education. Instead of the isolated spots like temples, *madrasa* and community centers. They were reinstating by

particular educational institutions which were propounded and mentored as venues of education by the administrators.

Then, the *'Gurukul'* system of education came, which was direct effect of 'Aryan' incumbency. Teaching was imparted from the residence of Guru or the Asrams maintained by the Gurus. Teachers were referred to as Gurus and students were referred as *'sishyas'*. Guru and the *'sishyas'* lived together from the prime age of the *'sishyas'*. Guru's verbatim and discourse was considered as divine orders and followed with due carefulness. All the students live jointly irrespective of their social status and assigned chores for the daily sustenance. The parents and guardians of the students from well to do families paid *'Gurudhakhina'* as charitable contributions. Apart from basic skills of education such as reading, learning, chanting, memorizing, the students were taught the traditional art of living, relationship of the individual to society and the world, the concept of dharma and the values of life were insisted. Attitude as well as personality of a student was chiseled and their behavior was channelized with the supervision of a Guru. Self discipline and self control was firmly followed. According to Hindu mythology, even the divine personalities of *Ramayan* and *Mahabharath* were trained under *Gurukul* structure of education. Apart from scriptures, philosophy and literature, the students were also trained on the skills on which their livelihood depended upon. This system was referred as the model and the most successful system of education in the modern era. At the *Gurukul*s, the teacher imparted knowledge on various aspects of religion, scriptures, philosophy, writing, struggle, statecraft, tablets and astrology.

There is evidence of the educational supremacy of the Indian Sub-Continent, where there were flourishing centres of higher education at *Nalanda, Takshashila* University, Ujjain, and *Vikramshila* Universities. The important subjects that were imparted at these contemporary Universities were art, architecture, painting, logic, grammar, philosophy, astronomy, literature, Buddhism, Hinduism, '*Arthashastra*', law, and the medicine. The universities specialized in a particular field of study. For instance, the *Takshila* University specialized in the study of medicine, while the Ujjain University laid emphasis on astronomy. The *Nalanda* University, being the biggest centre for higher education, had all the branches of knowledge, and housed up to 10,000 students at its peak.

The British records reveal that the education was widespread in the 18th century throughout the Indian Sub-Continent, with a school for every temple, mosque or village in most regions of the country. The main subjects were the arithmetic, theology, law, astronomy, metaphysics, ethics, medical science and religion. The school had the student representatives from all classes of the society.

With the emergence of Buddhism and Jainism, education pattern too evolved into its next phase of evolution. The system of higher education was brought into focus. Books on religion and philosophy were written by monks and scholars. And later translated into other language's. Institutions were built, Universities were developed. *Nalanda, Takshashila*, Ujjain and *Vikramshila* universities came into existence. They stood for the intellectual status of ancient India. Along with the study of Hinduism, Jainism and Buddhism, art, architecture, painting, astronomy, law, medicine were also taught in depth. Chinese scholars visited Indian institutes of learning to survey Buddhist texts. Scholars from India also visited China to translate Buddhists texts.

Around 10th to 12th century, education was supported in temples and monasteries and enjoyed royal patronage. Duties were allotted to monks as translators, copiers of manuscripts. But with the onslaught of foreign invasion after the 12th century, education system was disrupted. Educational institutions were raided. After the advent of Islam, education system came under the influence of Islam. Muslim rulers established institutions to impart religious knowledge, books were written. Even other languages and religions were patronized under the secular reign of Mughal emperor Akbar. Education system under the Mughals was inclusive of various dimensions. The language of Persia became prevalent.

After the advent of colonial era, education system in India underwent further modification. Thomas Babington Macaulay introduced English education in India in 1835. He strongly believed that English education was the best form of education. They had an ulterior motive behind this idea. They felt that English education could help in communication with the locals and thus could enhance a stronger foundation of British rule in India. Overall perspective of education began to alter in the next century. Languages such as Sanskrit and Persian became overshadowed by the

emergence of English among them. Under the influence of colonial era, there arose a conviction that English being the language creating a common bond among conflicting rulers of various regions and languages of India. The insecurities lurking under the cover of diversified regions and languages were triggered and exploited effectively. Education system of India was influenced by the then personalities Lord William Bentick, Frykenberg, Ellis of the colonial era. Education was overshadowed by colonial dominance. Communication with the then administrators become the prime motive of education. It was considered as modern education and came to be on demand by the native elite society, Officials were trained having English as the foundation of education. The University of Madras was founded in 1857. They became the recruiting authority of the trained officials. This became the trend of education in the next century. The authority of recruitment came under the dominance of a particular caste, termed as High caste. Control of education system and its relevant recruitment came under the influence of high caste. Slowly there emerged discrimination on caste basis in the administration and also in the education system as well. The communities termed as low caste were pushed to menial errands. Modern education became inaccessible to them under the then social setup. Significance of education was twisted and assumed a form of mere social status of elite. The trend was prevalent not only among the locals but also among the imperial British administrators. The perspective of education itself narrowed down mere colonial dominance, as a means of control, communication and dialogues. This trend and status was never challenged until well into the twentieth century.

India, when, became independent in 1947, it was left with the population of 1029 billion. India had been home to 17% of the world's total population occupying a region of 2.4% of the world's entire area. Furthermore, it had 32 States and Union Territories of diversified languages even though the country is one. Indian government was left with the ethical responsibility of providing fundamental literacy to the mass population who had come from varied backgrounds. It had been the home land of Hindus, Muslims, Jains, Buddhists, Christians and other religions. On the other hand, the literacy tempo of diverse communities was different depending on their socio-cultural economic position. The literacy ratio of Hindus had been inferior to others; Jains, Buddhists, Christians, Sikhs etc. States such as Uttar Pradesh, Bihar, and Rajasthan lagged behind socially as well as economically due to its most

important population of Hindus. However with advancement of cultures and misinterpretations of scripture, the society changed their attitude towards female literacy. There had been a prevalence of biased outlook against the literacy of female in Hindu and Islam communities. Female were not entertained or tolerated for any academic activities. On the other hand, Jains had the benefit of literacy exposures as well as economic support from their community. They even adapted to western education and culture very effortlessly. As a result, Gujarat, in which Jains were in majority, could obtain a superior level of literacy tempo.

In the same way, the literacy ratio of Christian people was far ahead due to the economic support and the consciousness spread by their missionaries. With regard to Sikh people, they were employed in the British army on a huge scale and therefore, they were more interactive and available with the British society. Consequently, Punjab became the home ground for a system of educational institutions. Eventually, the literacy rate of Hindus was inferior with the lack of economical support, traditional approach and socially orthodox systems. Politically India was undergoing a calamity with partition and ultimately; it had its impact on the education systems as well. The highly professed policy of secularism was shaken. Disputes, discrimination and intolerance showed its claws. Hostility pertained to the hub. Islamic society in India was given secondary treatment from Hindu majority. Their education prospects were stalled. Also the firm belief of the custom, Islamic mentality restricting female education in community had pushed their literacy rate even below to the levels of Hindus. Lack of consciousness, lack of economical support, lack educational institutions, lack of interaction and exposure combined with traditional ideas had played a part in the inferior literacy ratio of Muslims.

The system of education in the country particularly during the adolescent age of the population has been scientifically carried out during the ancient India. Proper education and wholesome grooming of the adolescent population was carried out under the able and experienced grooming of the saints and teachers. It may be observed that the optimum age for primary education of this age group in the *Gurukul*s was 14 years to 25 years at the most, different parameters were applied to the male and female protégés. Thereafter, the senior years of education in the chosen vocation was personalized. However the scientifically proven method had lost it's

significance in the present modernized world. The excessive legislation and State control has changed the perception. This may be the requirement of the changing paradigms and technology, but the basic spirit of education and the treatment of education had lost its effectiveness. The age group between 14 to 18 is a very influential and is put in the hands of the educators and teachers, this significance needs to be explored.

India being a prosperous nation, the entire civilian society enjoys equal economic, cultural and educational opportunities to grow and progress. On the other hand, different religious communities prove disparity in the field of education. "Realising non-dominant status and as a mark of getting of the separate identities of different religious groups, various provisions such as articles 25, 29, 30 and 350 have been made in the Constitution of India to safeguard their educational interests."[1] In 2001, the literacy rate for the population aged 7 years and above for the nation as a whole stood at 64.8 per cent. "Among major religious groups, the literacy rate of the Jain population was the highest at 94.1 per cent, followed by the Christians at 80.3 per cent and the Buddhists at 72.7 per cent. The literacy tempo among the Hindus (65.1 per cent), was somewhat superior to the general average (64.8 per cent) but inferior than that of the Jains, the Christians, the Buddhists and the Sikhs. A high quantity of the Hindu population (30.6 per cent) was in the states of Uttar Pradesh, Bihar and Rajasthan and these states were poor on the socio-economic front. In addition, Hinduism like Islam tends to be more gender provisional than either Christianity or Buddhism regarding social standards. For example, the customary laws of Manu make female non-eligible for all educational activities."[2]

"Literacy among the Jains had deeper roots as they were exposed to the preaching of their wandering monks who would deliver lectures on religious scriptures wherever they stayed. Hence, as a community the Jains had enough incentive to read and write."[3] Moreover, the Jains were wealthy and were one of the first religious groups to take advantage of western education. Furthermore, a high proportion of Jains (76.1 per cent) resided in the urban area and a high percentage of their total population

[1] The Constitution of India, by Durgadas Basu.
2 Manusmriti
3 Gopal, S. (2010), "Economic Life of Jains in Medieval Times", in K. C. Jain (ed.), History of Jainism, Vol. 3, Retrieved from: http://www.jainworld.com/literature/jainhistory/chapter14.asp on 8 June, 2011.

(12.4 per cent) was concentrated in Gujarat, which was the first state in the country to have introduced compulsory education more than a century ago. The high literacy rate of the Christians was largely due to the role played by the Christian missionaries for the spread of literacy. Besides this, the Christians spent higher amount of their household income on education than the Muslims and the Hindus, thus, signifying that the high literacy ratio of the Christians was largely due to the role played by the Christian missionaries for the spread of literacy. Besides this, the Christians spent higher amount of their household income on education than did the Muslims and the Hindus, thus, signifying that Christians were well aware of the benefits of education. The high literacy rate among the Buddhists was largely due to the social reform movement (Neo-Buddhist Movement) that increased the practical value of education. The high literacy rate among the Sikhs could be traced back to the chronological factors such as an early experience to education, large scale recruitment of the Sikhs in the British army, social reform movements (like the Arya Samaj Movement and the Singh Sabha Movement) and the arrangement of the Chief Khalsa Diwan. Moreover, a high proportion of Sikhs (75.9 per cent) were determined in the state of Punjab that not only allowed but also encouraged the Christian missionaries to undertake educational projects in the state (Government of Punjab, 2004) and was characterised by a extensive system of educational institutions, high rural connectivity, large scale migration that enhanced the worth of education and high per capita income (an outcome of Green Revolution). Fascinatingly, the Muslims were the only religious group which had a literacy rate inferior than the Hindus. The reasons regularly suggested for the enlightening backwardness of Indian Muslims could be broadly grouped under three main heads. 1. religious traditionalism and backwardness of those professing Islam, 2. partition of India and the psychological crisis of identity created for Indian Muslims, and 3. the deliberate neglect and discrimination against the Muslims by the majority (Hindu) society which professed to be secular but was, in fact, discriminatory whether in education or employment. Moreover, the traditional Islamic injunction restricting girls to go in for education in public places or institutions especially higher coeducational institutions-still seem to guide the minds of most of the Muslim parents.[4]

4 Ruhela, S. P. (1998), "Religion, Social Class and Educational Opportunity: Case Studies of Eight Muslim Girls", in S. P. Ruhela (ed.),.

The Hindu, Christian and Sikh communities had set up a network of good educational institutions which provided general and professional education. The Muslim community had failed to set up such institutions in large numbers to provide its youth with modern education. Over 70 per cent of the Muslims in India are living in rural areas and are marginal and small farmers or self-employed artisans and of the remaining 30 per cent who are living in the towns roughly 80 to 85 per cent are skilled workers, tailors, retailers and in such other professions which do not require a person to be literate[5]. On the other hand, educational backwardness of Indian - Muslims should be attributed not to any 'religious fanaticism' or 'minority complex' but to the small size of the middle class whose members can be expected to seek educational opportunities. Need of a sufficient number of schools and an infrastructural ability in the Muslim dominated areas was a main cause of educational backwardness of this society. There were wide inter-state variations in the literacy rates of the six major religious groups. Among the states, the Hindus recorded their highest literacy rate (90.2%) in Kerala and the lowest (47.9%) in Bihar. In Bihar, more than half of the Hindu population aged 7 and above was illiterate. The highest literacy rate among the Muslims (89.4%) was in Kerala and the lowest in Haryana (40.0%). More than half of the Muslims were illiterate in the Muslim majority state of Jammu and Kashmir. In the same way, in the states of Haryana, Uttar Pradesh, Bihar, Nagaland, Meghalaya and Assam also, the Muslim literacy rates were below 50%. Contrastingly, their literacy rate was above 70% in the southern states. Majority of the Muslims residing in the southern states were engaged in tertiary activities that enhanced the need for acquiring education. The literacy circumstances of the Christian population were rather bright as in 16 of the 35 states and union territories, their literacy ratio was above 80%.[6]

The present system of education was introduced and founded by the British in the 20th century, by the recommendations of Lord Macaulay. It has western style and content. The British government did not recognize the traditional structures and so they have declined. It is said that even Gandhi described the traditional educational system as a beautiful tree which was destroyed during the British rule.

5 Saxena, N. C. (1983), "Public Employment and Educational Backwardness among Muslims in India", Political Science Review, 22(2 & 3), p. 120.

[6] Empowerment of the Indian Muslim Women, MD Publications, New Delhi, p. 20

In 1964, the Education Commission started functioning with sixteen members of which eleven were Indian experts and five were foreign experts. The Commission also discussed with many international agencies, experts and consultants in the educational as well as scientific field.

The present educational system of India is an implantation of British rulers. Wood's Dispatch of 1854 laid the foundation of present system of education in India. Before the advent of British in India, education system was private one. With the introduction of Wood's Dispatch known as Magna Carta of Indian education, the whole scenario changed. The main purpose of it was to prepare Indian clerks for running local administration. Under it the school education was imparted in the vernacular languages while the higher education was imparted in English only. British government started giving funds to indigenous schools in need and thus slowly some of the schools became government-aided.

For the present study of Linguistic, Educational and Administrative Problems of Junior Colleges Attached to Senior Colleges in Pune City, Maharashtra one needs to explore the paradigms of education through various stages as is followed in the present system of governance in education. Education commissions were appointed to analyze the education scenario and to activate it effectively.

Today education system in India can be divided into stages such as Pre-Primary, Middle, Secondary, Higher Secondary, Graduation and Post Graduation.

Pre-Primary: It consists of the age group ranging from 3 to 5 years of age studying in nursery, lower kindergarten and upper kindergarten. At this stage the student is given basic knowledge about school life and the children of this group are taught to read and write some basic words. Basic Oratory skills and recognition of script letters and objects are cultivated. Unfortunately there had not been any specific curriculum prescribed or recommended by any state. Therefore, this important segment of education has always been neglected. Unfortunately, there is no specific affiliation or recognition to the pre-primary schools either by the state or central boards.

Primary: It includes the age group of children of 6 to 11 years studying in classes from first to fifth. They are taught the foundations of learning and writing. Basic understandings by observations are also cultivated. By the end of primary schooling, the children are able to convey and communicate with simple expressions of emotions and concepts. Reading and writing skills become well grounded.

Middle: It consists of children studying in classes from sixth to eighth. This is the age group of eleven to fourteen in classes six to eight std. A highly sensitive and proactive period of growth. Along with academic foundation, the psychological aspects of growth are also considered.

Secondary: it includes students studying in classes ninth and tenth. During this period the students secure a stronger foundation of their subjects and their choices are open for further education.

Higher Secondary: Includes students studying in eleventh and twelfth classes. This particular age group approximately of 14 to 18 years is considered as the pre-adolescent and to some extent adolescent stage. The premise of the present study is primarily circumscribed around this age group. The field of the present research is focused on the age group, more appropriately to 10+2 education.

The researcher is very keen as far as this particular stage is concerned. Therefore, the various problems related to administration and education has been undertaken for the study. Practically speaking 10+2 education is the turning point in an individual's life. But it is seen that many youngsters go for higher education instead of choosing the ways of vocational education. One of the purposes of 10+2 education is to attract the students for vocational education also.

Graduation: After 12^{th} std students enroll into college education. They can choose the subjects of their preference. Arts, Commerce and pure Science courses are conducted as three years courses. Here, a student goes through higher education, which is completed in college. This course may vary according to the subject pursued by the student. For medical student this stage is of four and a half years plus one year of compulsory internship, while a simple graduate degree can be attained in three

years. This is the paradox of education as a normal student opting for degree in arts, science and commerce gets only in three years whereas for other faculties like medicine it takes more than four years.

Post-graduation: After completing graduation a student may opt for post graduation to further add to his qualifications. This education goes for an in-depth study of their chosen subjects. This course enables them to attain a higher level of academic status by obtaining a masters degree in their favourite field.

This system of education was introduced by British rulers based on their principle and political agenda in India. Mahatma Gandhi expressed his anguish and concern over the education system which did not reach the masses of the Indian population. Indian population was spread among the villages. British administration insisted on formal education with external paraphernalia. This was unaffordable to the mass population living in villages. Villages had been the back bone of Indian economy. Lives of Indians were woven around their occupation in villages which sustained their self-reliance and which supported the root of Indian economy. Gandhi expressed his concern that the British administration and the education system were not enhancing the development of the Indian masses. On the other hand, they were also scratching the roots of Indian economy. Education system of India treaded the path laid by British administrations. As external paraphernalia such as infrastructure and laboratories for science study become essential for recognition, some of the schools were funded by British. Gradually self reliance was rooted out and extensive governmental control was introduced, this probably was their agenda for the imperilism in the Indian Sub-Continent.

The purpose of the present study is therefore to identify the problems associated with Linguistic, Administrative and Educational Problems of Junior Colleges Attached to Senior Colleges in Pune City, Maharashtra. Hence in furtherance to the study it is necessary to identify the competent authorities and controlling agencies. Presently the controlling agencies are:

Educational Governing Bodies

Government, Commissions, Management, Educators and all the other stake holders really need to understand the links between schooling and its social and cultural background and also, the kind of socialization and a sort of informal education provided to children both before school entry and outside of the classroom. One needs to consider the encouraging environments in the family and the community surrounding the school. Although the task of recruiting seems discouraging, several well-documented and proven long-term strategies exist and now, one should support the creation of a stable pipeline for recruiting more and better qualified, adolescent students.

Different Boards followed different patterns of syllabus. Different State Boards formulate different syllabus based on their regional languages and educational preferences. Central Board of Secondary Education (CBSE) has control over central education system. They designed the syllabus pattern for the network of schools under their system, which were situated throughout the nation. Both Central board and State Board conducted board examinations at 10^{th} std and 12^{th} std to evaluate the students and enable them for higher studies. It conducts examinations and truly takes care of the functioning of the schools accredited to central education system. Indian Certificate of Secondary Education (ICSE) is another Central Board which conducts the examinations at 10^{th} std and Indian School Certificate Examination conducts the examination at 12^{th} std. They function under the Council of Indian School Certificate Examination (CISCE). Board of international school followed a common pattern internationally. Apart from these boards of educations, government also made provisions to those who could not attend formal schools by establishing open schools under National Institute of Open Schooling. This institute was established by the Government of India in the year 1989. In addition to ICSE and CBSC each State in India has its own State board of education. The State board is assigned to look after all the related educational issues.

The Central Board of Secondary Education (CBSE): This is the main governing body of education system in India. It has control over the central education system. It conducts exam and looks after the functioning of schools accredited to central education system.

Elementary Education

Elementary education is measured as a primary right of children in the age group of 6 to 14 years, through a variety of legal pronouncements and legislations like Right to Education Act, 2009. Around 68,8000 primary schools and 11,0000 secondary schools provide to the educational needs of society. Unfortunately, students of rustic areas are sometimes dropout even before completing the education. According to statistics two third of school going kids of India are enrolled in schools but such figures are very deceptive as many of them do not focus the schools frequently. Government adopts diverse programs such as “Sarva Siksha Abhiyan (SSA)”, District Primary Education Program (DPEP), Operation Blackboard, Mid Day Meal with the intention of providing educational facilities and eradicates illiteracy. Government takes proposal to enlarge the literacy ratio.

Sarva Siksha Abhiyan (SSA)

This program was started with the purpose of providing compulsory education up to the age of 14. It also laid emphasis on the education of scheduled tribes and scheduled cast who previously had limited exposure to education. The program supported and executed special educational policies for physically and mentally challenged students and also laid stress on girl education which was restricted in some communities in the name of traditional values. Some schemes and programs were adopted with the prime objective of supporting girl education. The Sarva Siksha Abhiyan (SSA) centers were mainly opened in those areas which do not have school or where schools are very far off. Special girl oriented programs include National Program for Education of Girls at Elementary Level (NPEGEL), Kasturba Gandhi Balika Vidyalaya (KGBV),and Mahela Samakhya Scheme. These centers were mainly for girl education at elementary level.

District Primary Education Program

This program was launched in the year 1994 with purpose of universalization of primary education. The objective of this program is to provide primary education to all irrespective of their community or economical status and also to retain them in school till the completion of primary education. They also provided educational facilities with proper infrastructure of classrooms. They opened various centers to make education accessible to all including physically challenged children. They also

opened non-formal schools so that no one would be left out without access of education. More than two lakhs of schools were opened under this program and more than four lakhs of disabled students benefited through them.

Operation Blackboard

The scheme under ‘operation blackboard’ made sure that the schools are provided with human resources and basic infrastructure facilities to conduct a school along with essential aids of teaching. It was started in 1987-88 and the aim of this program is to improve human and physical resource availability in primary schools of India. According to this program every primary school should have at least two rooms, two teachers and essential teaching aids like blackboard, chalk, duster etc.

National Bal Bhavan

This is also an endeavour for the spread of primary education irrespective of caste, creed or gender. The scheme of teaching encompasses the psychological aspects of growth as well, so that over all personality development could be taken care of. It supplements school education by helping children to learn practical approach bereft of confined classrooms in natural environment.

Other organizations founded by the Government of India for the purpose of education were:

- Navodaya Vidyalaya
- Kendriya Vidyalaya
- Integrated Education for disabled children
- National Council of Education, Research and Training.

Other important endeavors taken up by Indian government for the development of education in India includes:

- Navodaya Vidyalaya Samiti
- Kendriya Vidyalaya Sangathan
- Integrated Education for disabled children
- National Council of Educational Research and Training

Secondary Education

After the completion of primary education, the next process of education carries them through the system of secondary education. Classes of 9^{th} std up to 12^{th} std are categorized under this system. Educating the students falling under this category is taking up mostly by the schools run by government or government aids. New educational strategies were adopted to make success of this endeavour. A study of statistical data in 1998-1999 showed that more than 28 million students were benefited by the strategies adopted by the government educational system. Education system in India is making fast progress. The data of students' enrollment at primary and secondary level of school education testifies to it.

Though the std. 11^{th} and 12^{th} that is, 10+2 education is part and parcel of secondary education however this is treated as higher secondary education also. The 10+2 units attached to senior colleges are called as Junior Colleges. The researcher is very keen to know and understand the various aspects pertaining to the administration and also to suggest the practical solutions to the problems under the study. It is expected that the student having completed his education after 10^{th} std is supposed to undertake vocational courses in order to cater the needs of society.

Higher (University) Education

This is the next stage of education enabling the students to enroll into higher studies in the subject of their preference. University Grants Commission, a central government organization maintains the standard of universities which are conferring degrees. Duration of courses depend on the choice of field. There are around 342 universities throughout in India which Comprises of state University, central University, deemed University etc. Besides there are many more national institutes of education having international reputation. After the completion of university education the students are conferred with the degrees such as B.A. (Bachelor of Arts), B.Sc. (Bachelor of Science), B. Com. (Bachelor of Commerce) etc. pertaining to their subject of study. The university education in India starts with undergraduate courses. Depending upon the nature of course pursued, its duration may vary from three to five and a half years.

Education Policy

Indian education policy formulated the body of National Policy of Education (1986) and Program of Action (1992) had the following objectives towards education.

- Development of International cooperation and peaceful coexistence through education.
- Promotion of equality. It could be achieved by providing equal access and equal condition of success to children.
- A common educational structure (10+2+3) for the whole of India.
- Education for women's equality.
- The Indian education should be used as a tool to change the status of women in the society.
- Equalization of SC population with others in the matter of education. This is ensured by giving incentives to parents who send their children to schools, providing scholarship to SC students for higher studies, reservation of seats in institution of higher studies in India, recruitment of SC teachers.
- Opening of primary schools in tribal area for promotion of education in ST people. Development of curriculum and study material in the language of tribal people.
- Emphasis on the education of minorities.
- Adult education - Initiation of National Literacy Mission, for teaching illiterate people of age group 15-35. And making them aware of the day-to-day realities of their surroundings.
- Special emphasis on early childhood care and education by opening up of day care centers, promotion of child focused programs.
- Increasing the scope of Operation Blackboard for up-liftment of standard of primary education in India.
- Secondary education curriculum should expose the students to differentiated roles of science, the humanities, and social science.
- Redesigning of courses of higher education to meet the increasing demand of professionalism.

1.2 Aims and Objectives of the study

The education of the 10+2 nature came to be differently administrated for the different treatment in various localities and there appeared serious anomalies all over the country. After the 10 years of Secondary Education the next two years came to be either integrated with the 10 years schooling and in some cases the education of 10+2 came to be attached to the Higher education. The conduction and treatment of both the system came to be drastically different, this anomaly created serious problems of continuity and adolescent growth. The paradox of the situation arose when the academic curriculum remained same, however the administrative and quasi-academic administration came to be radically different. Thus the entire human resources in the process of receiving education and imparting education, along with the administrative workforce, came to be differentially treated. The difference became absolute due to various agencies that were involved with the education within this system.

The very purpose of this study is to explore the same age group, or the present system of 10+2 education and the problems inherent to the education of this age group. The problems exists in the microscopic existence, whereas the present endeavor is to understand the microscopic problem within the problems, that is to say the Linguistic, Educational and Administrative Problems of Junior Colleges Attached to Senior Colleges in Pune City, Maharashtra. This study is aimed at the problems faced particularly in the restricted field and the in the territory of Pune City, Maharashtra.

After the attainment of independence in 1947, the system of education had been the most prominent issue needed to be dealt with by our Constitution. Various commissions were appointed to analyze the education scenario. According to the recommendations of the commission the pattern of education was modified. Earlier the pattern followed had been 10+2+3 that is ten years of schooling followed by two years of intermediary course and three years of degree course. Under the ten years of schooling the students would have inculcated all the basic qualities of a personality and the required foundation of their subject knowledge. Next two years was considered as the preparatory period to undergo higher studies. The next education commission modified the pattern of education as 11+1+3. They introduced 11 years of school system and 1 year preparatory for degree course. Since 1975 this pattern

was again changed to the original pattern of 10+2+3. The two years of preparatory course was called as higher secondary course and continues till date.

After implementing the course as 10+2+3, the next vital issue needed to be addressed was whether the higher secondary courses to be integrated with the schools or colleges. There was a drastic difference of approach by schools and colleges where the +2 courses were conducted. Their facilities were different. Qualifications of teachers at Junior college and Senior College are extremely different. Administration was different but the academic curriculum for higher secondary courses remained the same either in school or colleges. The institution was left with the responsibility of taking a vital decision in the process of education. It had to be taken with much forethought and prior knowledge of the prevalent situation. There was a need for a complete informed about its pros and cons on the system. India being an Independent, Republic and Democratic country, any planning without proper base of knowledge would be harmful. Along with the subject knowledge and intellectual development, proper values and culture needed to be imparted to the students of this age group. Knowledge without virtues will be useless.

The age group under this study in the present research falls out of the Constitutional protection and there is no absolute protection of the State agency in this age group.

Central government holds the major responsibility over secondary education. Apart from academic performance the psychological aspects of their growth also needed to be considered. Higher secondary period is a stage of adolescent age of the students. Their highly sensitive and impulsive nature need to be controlled and guided with due care. Any policies formulated by the Government should consider all the factors which would affect the crucial period of the students growth. Starting from the issue of curriculum, syllabus, recruitment of eligible teachers, selection of text books, training of teaching techniques, management personalities, administration of schools formulating and conducting educational programs, nothing should be overlooked or compromised for an effective system of education. Not only intellectual and psychological aspects even physical aspects and growth need to be considered with due care.

Policy formulated without due consideration of all the factors would result in an ineffective and meaningless system of education. Hence, it becomes essential to conduct detailed search on the various issues which would affect the students of junior colleges.

The researcher has included first hand information from the students themselves, their views on the conduction of courses, administration of junior colleges and its function. Research is based on direct contact with the persons involved. The researcher has requested the stakeholders to give their observations. In addition to this the researcher has tried to obtain the suggestions on the problems involved under the study. In fact the researcher is personally involved with the academic and administrative issues under research for more than 34 years and is now retired as Vice-Principal of Progressive Education Society's Modern College of Arts Science and Commerce. the researcher is also ardent academician and has been Secretary of the Progressive Education Society founded in the year 1934.

The educational and administrative problems in junior colleges are manifold and multidimensional. Since the junior colleges are attached to senior colleges unfortunately junior colleges fail to get due attention which it deserves. The focus of attention from the head of the institution and the management stand towards the senior colleges only. Their development process becomes the prime motive of the institution. Seniors are given priorities in the utilization of infrastructural facilities. They are given the first consideration in the usages of laboratories. Junior colleges are given secondary treatment during the prime stage of their educational progress, which they cannot afford to. The general academics and the administration are left to the respective Vice-Principal who is subordinate to the Principal in the line of authority and hence the Vice-Principal is not in a position to make vital decisions.

Considering all these aspects of junior college education, the researcher has analyzed the various issues of the college administration, collected the first hand information from the stakeholders. The analyzed issues and suggestions are summarized and presented with proper statistical data. The predominant aim of the researcher is to go to the root problems related to the linguistic, educational and administrative issues of junior colleges attached to senior colleges in Pune city.

The stagnancy in the policies administering the academic and administration has caused the development to fall in doldrums. The crucial years of education for the adolescent are at stake, as the inefficiency and the inadequacy of the entire infra and supra structure it has become very important to conduct detailed research on the issues and conduct first hand interviews of all the stake holders. The researcher is personally involved with the academic and administrative issues under research for more than 34 years retired as Vice Principal of P. E. S. Modern College of Arts, Science and Commerce, Pune 5.

The educational problems in this area are untold, there has not been consistency in the policies and regulations governing this sector of education. The general apathy towards this sector, particularly the Junior Colleges attached to senior colleges is manifold. The difference starts from the very fact that the age of the students of the junior college and that of the senior college, then there is difference of management and the Principal. The Management and the Principal are concentrated towards the senior colleges and the senior students receive the undivided attention of the Management and the Principal. The general academics and administration is left to the respective Vice Principal who wields a comparatively subordinate position in the line of authority. The infra-structural utilization is also concentrated towards the senior students. In the light of the discussed issues and the issues that may be raised during the process of inquiry and research need to be addressed and suggestion need to be invited from the stake holder, the same need to be summarized and presented in executable statistic and the present research has made an attempt in the said direction.

1.3 Linguistic Dominance

The predominant aim is to research into the linguistic, administrative and educational problems of junior colleges attached to senior colleges in Pune city, Maharashtra. Therefore the researcher reviewed the linguistic scenario while studying the system of education.

India is a country of various regional languages. Both Hindi and English languages play a significant role in the system of education. There had always been a bias existing in pupils mind in favour of one or the other languages. It gives rise to

conflicts among peoples based on their regions and languages. Only proper education could save the situation. Only education can cultivate proper clarity of thoughts and organize them in the right direction. Only education can create awareness and curb the negative tendencies. Only education can stand up for the solidarity of nation and bind them together for national unity.

Another important question with which the researcher faced everywhere was the place of the different languages more particularly of Hindi and English in the scheme of secondary education. There is a great deal of confused thinking as well as wide difference of opinion on this subject. If educational progress is to be well planned and confusion is to be avoided, the tendency to adopt divergent and even conflicting policies in this matter has to be resisted. And it is not only in the matter of linguistic policy that this tendency to separatism has been in evidence. In recent years undesirable tendencies of provincialism, regionalism, and other sectional differences has been accentuated. This situation is wrought with serious consequences and it is as much the duty of the government and also of educationalists to take steps to reorient people's mind in the right direction. If education fails to play its part effectively in checking these tendencies then our national unity as well as our future progress will be at stake. There should be the closest co-operation between the Centre and the States in the entire planning of education.

1.4 Relevance of the study

Students of secondary schools are passing through a crucial stage of their growth, physically as well as mentally. The period of adolescence is essentially a difficult period. It is a very sensitive and impulsive period of their growth. It is a period of moulding for them. They are vulnerable and easily provoked. It needs perfect understanding on the part of the moulder to mould, guide them and support them, not only as a parent, but as a friend, philosopher and guide. One should be fully aware of the way how an adolescent mind conceives and works.

The period of adolescence is essentially of trouble and problems. The formation of the definite self is the central problem of adolescence. Formation means something not yet achieved something not stable, something in the process of becoming. Accordingly, it is essentially a period of unrest and uncertainty. The reliability of

things and of persons vanishes, not because these things and persons have become different, but because the adolescent's relation to them changes. This change of relation is due to the change in the individual himself, or rather in the consciousness he has of himself.

Nobody has been successful in fully understanding the adolescent mind, and even less to influence it somewhat, unless he is fully aware of the fact that uncertainty is the very basic feature of this age. The adolescent has, in a way, no character; or that his character tries to impress the observer. This impression is caused due to the instability of behavior which is so characteristic of many adolescents. The adolescent indeed is not guilty of, or at least not responsible for, any inconsistency of his behavior. It is an inevitable result of this state.

The adolescent mind is on the verge of expansion, in terms of the scope of his mind. His impulsive behavior and unstable mind sometimes pushes him out of character. The inconsistent behavior would be reproached unjustly so the persons dealing with them should have a better understanding at every stage of their growth and prepare them with the necessary knowledge, growth and development. The growing sense of independence in adolescence sometimes put them in a tough stance in the world of adults. Their tendency to resist the authority and the restrictions, overthrows the clarity of mind. Their sensitive mind and susceptible nature make them incapable of understanding the wisdom of adults. It indeed needs great tact and concern to gain the confidence of the students to counsel them whenever necessary and enable them to find the right path of their life. Any activity, otherwise, would push the young mind to an ocean of darkness, blocking the future development of his growth.

If one really wants to know an adolescent then one has to gain his confidence. If one wants to gain his confidence, one has to take his ideas and problems seriously. Apparently the problems of the adolescent are not addressed maturely, it is necessary to give sympathetic hear to his queries and not dismiss their issues summarily.

Patience is of utmost importance when we deal with young people. We must wait until a chance is offered to us if we desire to assist. We have to learn the art of waiting and also wait for the further opportunities. In the mean time we can have cordial

relations with the youngsters. Besides we need not have any biased observations of the parents. Therefore we need to bifurcate the exaggeration from the real facts. Youngsters are worried to preserve their 'freedom'

Authority of any kind does not impress upon the minds of youth. Simply to assert authority is a way to make the young people more restless and not inclined to listen or to obey. The adolescent is no longer like the child. But it may be quite useful to point out, even to a child, that he has to do what he is told, not simply because it is father and mother who say so, but because they are bound to know better.

Even if one feels sure that one has to deal with any genius youngster, one needs to be careful in expressing one's appreciation of his doings. Here also one has to be careful not to discourage the adolescent by telling him that his achievements are nothing, nor to flatter him that he has already achieved the top summit. The wisest course is to make the young people believe that they have to be satisfied with even smaller achievements. If one straightforwardly tells them so and refers them to the future, they may feel discouraged. To be very effective in such cases, encouragement has to apply to actual things. The task of encouragement has two sides, a negative and a positive one. One must be aware of discouraging the adolescent. Therefore, we should not scold him for something wrong he has done. One has to be very careful especially with a youngster who has just become submerged in a fit of despondency. This adolescent age is the very age group that are taking admission in the 10 + 2 system of education, hence addressing this system and finding the inherent lacuna through the research has been the main endevour.

Another very common mistake consists in taking the educational authority for granted, because it is objectively legitimate. But what is objectively true is not always recognized subjectively as true, even by adults. If one takes for granted what one's opponent denies, no fruitful discussion will ensue. If one wishes to convince another person, one must start from his point of view and lead him gradually on until he realizes his error.

1.5 Scope of the Study

The guidance and influencing of adolescents is really a very tough task. But it can be accomplished only if we are accentuated with the trait and achievements of the adolescents personality and the dimension it seeks to form. There are various characteristics of behavior, some of them are known as faults, which reveal the deeper structure of personality than it is commonly believed. But the teacher has to be aware of assuming the attitude of the judge. Teacher's main task is not to criticize, but to understand. Criticism may prove an efficient means of influencing, if it is used with proper or necessary discretion. But criticism and discretion presuppose thorough understanding.

In the present case the parameters of the studies is the educational unit catering to the educational needs of such Junior Colleges attached to Senior Colleges, where the age group of the students can be generalized as the adolescent age. The proper and acceptable approach towards this age group is generally not fully catered or satisfied through traditional integration of Junior College with Senior College. The responsibility for the purported failure would be due to the failing regulatory authority and general apathy towards the change in traditional orthodox attitude. The present study aims at descriptive analysis of the prevalent situation through interviews, questionnaires, analysis of data of the available records and literature. However the endevour to collect data from the stake holders was one of the necessary requirements. For the present study the major stakeholders and the beneficiaries are the students, teachers, administrative staff and management of the educational institution under review.

1. 6 Assumptions of the study

Assumptions are those things which we normally take for granted in a study: Assumptions are made about the theory under investigation, the phenomenon under investigation, the instrument, the methodology, the analysis, the power to find significance, the stakeholders in the study, and finally the results.

All the studies make assumptions, this research study is also based on some assumptions. All research studies make assumptions. It is evident that the sample represents the population. Other common assumptions are that an instrument has

validity and is measuring the desired objects. Still another is that respondents will answer a survey honestly which would be based on their positive and negative experiences. The important point for the researcher is to state specifically what assumptions are being made in the study.

Assumptions under this study are things that are somewhat out of one's control, but if they disappear then obviously the research under the study would become irrelevant. For instance, if you are doing a study for the age group of a higher secondary part on environment curriculum, then there is an underlying statement that environment will continue to be significant in the higher secondary school program. If you are conducting a study, then you need to suppose that community will answer honestly. If you are choosing a model, you need to presume that this sample is representative of the population you wish to make inferences to. "Assumptions are so basic that, without them, the research crisis itself could not exist".[7]

One cannot just state that these are the assumptions one is making. Instead, one has to justify that each assumption is "probably" true, otherwise the study cannot progress. To assume, for example, that participants will answer honestly, you can explain how confidentiality will be preserved and taken care of that the participants are volunteers who may withdraw from the study at any period of time and that too without any outcome. To assure the stakeholder that a survey will surely get to the heart of the research problem and enable the researcher to answer the research questions, a pilot study is often performed. To assure the stakeholder that environment education will continue, you can explain how environment education has been the necessity of today and tomorrow also. However other patterns or model assumptions also can be considered.

In the present study the assumptions are that the population under study is homogeneous and represents the entire stratum of the society. It is assumed that the sample population is the representative factor and hence would lead to the appropriate results. The next assumption is that the questionnaires circulated within the sample population are responded without any personal prejudice. Next assumption is that the

7 Leedy and Ormrod (2010) (p. 62)

territorial scope of the study, being urban area would reflect the situation in similar urban area other than the territorial research of the present study. One of the most reflecting assumptions in the study is the researcher's personal experience in the field for 34 years, as universal and forms seasoning in the present study.

1.7 Hypothesis

The researcher formulated the following hypotheses for the study. They are as follows

Hypotheses-

1. That the existing mechanism in the form of the educational, administrative, regulation of codes and rules and the current set up of higher secondary education is insufficient to deal with the requirements of the students of 10+2 particularly in relation with the linguistic management of the Higher Secondary Education of 10+2 level.
2. There is a need to create, elaborate and separate autonomous unit for the enforcement and monitoring for the higher Secondary Education of 10+2 level. The primary role of the unit will be for the removal of the limitations in the existing system of Higher Secondary education for the students of 10+2, as research shows that the existing infrastructure of enforcement and monitoring is inadequate as an efficient and effective tool of regulation and control.
3. There is a need for change and reform in the existing legal and administrative mechanism which has to be focused on the education of adolescent students of Higher Secondary education system.

The researcher has formulated the Hypotheses based on the 34 years strong experience of his education and administration, the transition began in the year 1976 after the Student joined as a teacher at the Progressive Education Society’s Modern College of Arts, Science and Commerce in the Junior College Wing, Pune. Thereafter, the research student has functioned as the Supervisor/In-Charge and finally retired as the Vice-Principal of the same College. During the tenure the student has also functioned as the Life Member, Business Council Member and Secretary of the Progressive Education Society, Pune. The Researcher has also functioned on various advisory boards, and member of various educational committees related to 10+2

education such as, the panel inspection of junior Colleges, founder member of std 11 admission procedure committee, Junior College Grade Committee etc (More particularly to be called as State Assessment and Accreditation Council (SAAC).

1.7 Limitations of the study

Limitations are potential weaknesses in the research study and are out of one's control. Limitations exist in everything we do or see. If one is using a sample of convenience, as opposed to a random sample, then the results of his study cannot be generally applied to a larger population, but only suggested. If researcher is looking at one aspect, e.g. achievement tests, then the information is only as good as the test itself. Another limitation is time. A study conducted over a certain interval of time is an isolated observation dependent on conditions occurring from time to time. One must explain how he intends to deal with the limitations he is aware of, so as not to affect the outcome of the study. The delimitations are those characteristics that limit the scope and define the boundaries of the study. The delimitations are in your control. Delimiting factors include the choice of objectives, the research questions, variables of interest, theoretical perspectives that one has adopted (as opposed to what could have been adopted), and the population the researcher has chosen to investigate. His first delimitation is the choice of problem itself; implying there are other related problems that could have been chosen but they are screened off from view. The purpose statement explains the intent that clearly sets out the intended accomplishments, and also includes an implicit or explicit understanding of what the study will not cover.

As is pronounced the present study also has its own limitations, it would be necessary to enumerate the tangible limitations that are perceived, there may be other limitations however, those were not tangible and hence could not be accounted for.

The scope and title of the study has the limitation of territorial limitations. At the initiation of the study the scope of the study was the general problems regarding the academic and administrative functioning of the 10+2 unit of education. Apparently the 10+2 unit of education does not have any independent status. Either it is attached to the Secondary Unit of education or is attached to the Higher Education Unit. This has either undermined or overestimated the 10+2 unit of education. For the present

study the first limitation was to scalpel perimeter of the scope. The problem of the 10+2 seen from an angle were herculean, however for the purpose of the feasibility of the study it was necessary to exculpate the scope. Hence the delimitation process of the issue was sought by limiting the scope of the study to the urban area of Pune city and to the 10+2 unit of education attached to the Higher education (Senior Colleges).

Further limitations of the study would be found in the sample populations. The sample populations are from the educational sector that represents the study area. However the limitation as such can be found in the fact that there is no comparative sample population. In justification it could be said that the alternate comparative population would not be sensitive to the issue faced by the sample population hence the efficiency or the accuracy of the present study would not be achieved. Hence, the comparative sample population is not examined.

The delimitations of the study will explicate the criteria of participants to enroll in the study, the geographic region covered in under the study, and the stakeholders involved. In the present study the geographical area being the Pune city and the profession of the respondent is circumventing around the academic and administrative issues of the 10+2 educational system.

The personal experience of the Research Student may assume foreboding on the study, however inherent checks and balances have been employed to employ personal prejudices to take control of the study.

1.9 Organisation of the study

Organizational study is "the examination of how individuals construct organizational structures, processes, and practices and how these, in turn, outline social relations and generate institutions that eventually influence people".[8] This kind of study involves diverse areas that deal with the different aspects of the organizations. Sometimes such approaches are functionalist but critical research also provide alternative frame for understanding in the study.

8 Stewart Clegg, James Russell Bailey, *international Encyclopedia of Organization Studies*

The present study initiate with the Introduction to the study. The first concern is regarding Historical Background and the Aims and Objectives of the study. For any research study the prime object is the Relevance of the study and the Scope of the Study. Further care has been taken to enumerate the inherent Assumptions of the study. Any research to be complete and to be tested it is necessary to have a Hypothesis, which could be tested and put to constant verification as the research proceeds.

As is with any research study the present study has its limitations of the study, however as stipulated, the limitations and delimitations are being given the required mention. Organisation of the study would not be complete without the Review of Literature that is available. In the present technological perspective the concept and form of literature is not limited to the printed books. Due diligence has been observed to give proper mention to the various Commissions, Government Policies, Seminars, Statues / Resolutions, National Convention.

Without the mention of evolution of the research topic and the historical back ground, it would not be appropriate, hence the setup and profile of the 10+2 educational unit has been mentioned in the study, through History and Profile of Junior Colleges in Pune city. There are two major mentions to Educational and Administrative setup.

The Research Design, with Type of Research employed to the Population for the study, the Sample Population and Type of sample has been duly identified. Data Collection of the sample population and Analysis of Data is certainly the integral part of the study. A pre-formulated questionnaire was circulated with the sample population. On collection of the relevant data, segregation of the information and analysis thereof for the accurate or at least the appropriate Findings was the predominant concern during the study.

The Data collection was done by employing the system of pre-framed questionnaire for the entire population under study. However during the course of study it was found that there are some fields of problems that are required to be further investigated, hence for the limited purposes some open ended questions were framed and circulated using the system of random sampling within the population under

study. Due care is taken to ensure homogeneity amongst the responders. The responses have been duly noted and analyzed by the research student.

In summation the Summary and Suggestions and Conclusion form the icing of the organization of the present research study. Due care is taken to avoid any personal biases and individual limitations from being reflected through the summary or the Suggestions. The recommendations or the suggestions are mere reflections without any distortion of the sentiments of the sample population of the present study.

With complete respect and due acknowledgement the referred Bibliography and annexure have been included. This is not an attempt to increase the volume of the study, but the qualitative reference should be made to the various references that have formed the back bone of the study. The bibliography may not be all in exclusive or exhaustive, however utmost care has been taken to include and acknowledge all the contributors. However some lapse may be there, which are deeply regretted.

CHAPTER - 2
REVIEW OF LITERATURE

2.1 Introduction

While considering the various Commissions of Education, established for the purpose of enhancing the education for the Indian community, it is necessary to correlate the literature review with the scope of the present study. The present study aims at understanding the problems faced by the 10+2 educational and the various policies that have evolved through time. The various commissions have given their respective perceptions of educational and there are various contributions in the field of the study. It may not be that the Commission has addressed the issue of the 10+2 education but certainly there is inseparable nexus between the findings of the commissions and the education and polices of education.

In order to present clearly the background of the present system of Secondary and Higher Secondary Education and to show how it has developed its various characteristic features, it seems necessary to pass in quick review the various Government Resolutions as well as the reports and recommendations of the different Committees and Commissions which have studied this problem directly or indirectly. This will also enable us to understand on what lines the problem of the re-organization of Secondary and Higher Secondary Education has been envisaged by educationists during the last sixty seven years.

To fully understand the evolution of education in modern India it is absolutely necessary to start from the inception of the educational policy. Earlier we have tried to give due diligence to the concept of education in the ancient India, however in this chapter the diligence and concentration would be on the evolution of the educational polices in modern era. This era starts from the first commission touching the principle of education and that would be Macaulay's Report 1835

2.2 Commissions

Various Commission and Committees in India for the cause of education, having relevancy in the topic under research:

1. Macaulay's Report 1835
2. The Despatch (Woods) of 1854
3. The Hunters Education Commission -1882
4. The Universities Grants Commission — 1902
5. Government Resolution on Educational policy - 1913
6. The Calcutta University Commission- 1917
7. The Hartog Committee- 1929
8. The Sapru Committee -1934
9. The Abbot-Wood Report, 1936
10. Zakir Hussain Committee -1937
11. The Sergeant Report- 1944
12. The University Education Commission - 1948
13. The Secondary Education Commission (Moodliar Commission)-1952
14. The National Committee on Women's Education-1958
15. D.S. Kothari Commission- 1964
16. Sampurnanand Committee of National Integration 1966
17. Chattopadhay Commission — 1983
18. National Education Commission 1986.
19. Yashpal Committee Report -1993
20. National Knowledge Commission-2005
21. S. Muthukumaran Committee-2007

Macaulay's Report 1835

After colonial, "the British government prepared an analysis of the education system in India. They felt the necessity to educate Indians on English language so that it would improve better communication. Subsequently Macaulay produced a report on the then prevailing system of education. Based on this report, the then governor of Madras Lord William Beatnik passed a resolution insisting on English as a mandatory subject and the funds of the education to be employed on English education only." [9] This led to advent of English education in India since 19th century. Schools were established which would teach English literature and science. English language was projected as the language of intellectuals. "It was proclaimed by Lord Hardings that

9 Bureau of Education. Selections from Educational Records, Part I (1781-1839). Edited by H. Sharp. Calcutta: Superintendent, Government Printing, 1920. Reprint. Delhi: National Archives of India, 1965, 107-117

those who studied in English schools would be preferred for government jobs. English became popular in the education system and it became a symbol of status. It opened the gates for the outside world. It received support from some of the educated Indians too, particularly Sir Raja Ram Mohan Roy. It became a passport for government services. Consequently, the old system of education was completely overthrown by the new system of English education. The purpose of education itself began to take a twist. The scope of education itself narrowed down to learn English and work under the government. The real purpose of education faded away into the background. In consequence therefore education was imparted with the limited objects of preparing students to join the service and not for life. In the new high schools the standard of achievements in literary subjects was from the beginning very high, but no progress was made in training the students in the practical side of science. Hence we may conclude that some of the defects that exist today owe their origin to the policies of the past."[10]

Wood's Despatch of 1854

Education system had been under constant review now and then, according to the various issues which arose at that time. In the study conducted in 1853, the next review was proposed recommending new schemes of development. It was named as Wood's Despatch. It brought out some significant changes in the field of education. It felt the need to educate the mass of Indians who were incapable of learning, otherwise who were not sufficiently aided for the purpose of the education. On its insistence it was proclaimed that the uneducated Indians should be given with useful and practical knowledge suitable to their status of life. Wood's Despatch recommended for setting up of considerable number of high schools towards this purpose and to the allotment of required amount of funds by the government.

Another significant proposal by the Wood's Despatch was to create a new department in the education system called "The Department of Public Instruction" and to appoint the head of the department as the Director of Public Instruction. The function of this department was to establish universities who would conduct examinations for the purpose of evaluation and to confer degrees.

[10] http://www.mssu.edu/projectsouthasia/history/primarydocs/education/Macaulay001.htm, visited on 14/04/2015

Subsequently, universities were established in the year 1857. Establishments of universities had a strong impact on the system of secondary education. During the initial period of secondary education system, it was meant for the purpose of preparing students to become self-sufficient at the end of the course and enable them to start life with the occupation of their choice. It was meant to develop the required skills for their survival. After the onset of universities, the purpose of secondary education took a different turn. Obtaining for the university admissions became predominant in the minds of the students who are entering secondary schools. It became a mere pathway for college admission. Curriculum of secondary education was design with a vision on college education only. Syllabus became too much academic oriented. Skills for life were neglected. Moreover, secondary education was developed but entirely on English language rather than their respective mother tongue. There was lack of trained teachers on the chosen curriculum of secondary education. In due course, the trend of education based entirely on English language which stretched its arms even to primary sections of the society. One further defect that had now taken concrete shape was that the Matriculation Examination began to dominate not only secondary education but even the education imparted in primary schools. Such a trend of education system was prevalent between the years 1854 to 1882.

The Hunter Commission of 1882

After the Wood's Despatch the next commission which came on was Hunter's Commission. It was appointed in 1882. On analyzing the conditions of secondary education, Hunter Commission issued its reports and recommendations to the government. The main defect of secondary education after Wood's Despatch report had been that secondary education became entirely academic oriented. It was just considered as a passage for college education. To rectify the defect, Hunter Commission recommended to have bifocal curriculum in the secondary education. One set of curriculum was intended to prepare the students for university entrance and the other set of curriculum was set to give vocational training for non-literacy pursuits and to fulfill the commercial needs of the students at the end of the course.

Also, the commission was set up to improve the quality of education in secondary school. It recommended that the government should manage the primary school and middle schools only and leave the management of secondary schools to private sectors with government aids. It also recommended proper training for teachers who teach in secondary schools.

The use of English as the medium of instruction was preferred by the commission. Recommendations on the bifurcation of curriculum were not taken very well initially. Secondary education continues to be academic oriented. But later on, mainly after the year 1886, the emphasis on technical education was stressed by the Government of India to meet the requirements of local industries. During the period 1882-1902, there was considerable expansion in the field of secondary education due to the enthusiasm of private sectors and grant in aids.

Since it was very expensive for the Government to maintain secondary schools, therefore, it was thought that the Government should take over the complete responsibility of primary education in order to leave secondary education to private enterprise. The Commission recommended that "Secondary Education as far as possible be provided on the grant-in-aid basis and that the Government should withdraw as early as possible from the direct management of Secondary Schools". The report of the "Hunter Commission of 1882 is a valuable document which not only gave an excellent survey of the position of secondary schools at that time, but made certain fundamental recommendations concerning the type of education to be given at this stage. The commission anticipated the importance of diversified education and hence they recommended that in the particular class of high schools there should be two different avenues viz. one leading to the higher education and the other towards the commercial, vocational or non-literary education."[11]

The University Commission of 1902:

In 1902 a University Commission was appointed mainly for the purpose to review the position of the Universities regarding the higher grades of examination. As a result of "the recommendations of this Commission secondary education came under the

[11] Ram Nath Sharma, Rajendra Kumar Sharma Atlantic Publishers & Dist, 1996.

domination of the Universities, controlled by the Indian Universities Act of 1904 where in schools had to be recognized by the Universities and rules and regulations were framed for this purpose." [12]

Boards of Secondary Education:

The feeling that the Universities were dominating secondary education and that an attempt should be made to see that secondary education was conducted independently of the Universities. In certain States this led to the creation of Boards of Secondary Education which were responsible for laying down syllabus and for conducting examinations at the school final stage. The Secondary School-Leaving Certificate was expected to furnish full information as to the progress of the pupil during the whole period of the school course as well as in the Public Examination conducted at the end of that course. On the basis of these records it was left to employers and to the Principals of University colleges to entertain them in service or to admit them to college for such courses of study.

Government Resolution on Educational Policy – 1913:

Based on a study on the system of the education in secondary schools and its management by the universities, Shri. Gopal Krishna Gokhale, a national leader and a member of Imperial legislative council, passed a resolution in 1910. "It was named as Gokhale's Resolution. Through this resolution he attempted to relieve the responsibility of the schools from the hands of the universities and place them under the government management. He insisted that the work of inspecting schools and its due recognition should be under the control of the government. The universities have no machinery to conduct such inspection on their own as they function under the Department of Public Instruction. Moreover they are overloaded with the management of college education. Universities can select the students from such recognized schools."[13]

The Government had established the education department under the central Government and the secretary was also appointed but the main demand for free and compulsory primary education remained unattended. The researcher has mentioned

[12] S. P. Agrawal, Concept Publishing Company, 1986

[13] J C Aggarwal Vikas Publishing House Pvt Ltd, 01-Nov-2009

also the impact of Gokhale's Bill on the development of primary education in India and observed that the bill focused the attention of the entire country on education. The Government was bound to modify the previous policy and declare a new policy with several reforms. This policy is known as the Government of India Resolution of 1913 on Education. It covers primary, secondary, higher and women education.

The Calcutta University Commission of 1917

Under the able Chairmanship of the late Sir Michael Sadler of the Calcutta University a Commission was appointed in the year 1917. The Commission was of the view that the improvement of secondary education was really essential for the improvement of university education. Therefore, the commission gave following important recommendations:

1. The dividing line between the University and Secondary courses are more properly to be drawn at the Intermediate examination than at the Matriculation.
2. Government should, therefore, create a new type of institutions called the intermediate colleges which would provide for education in Arts, Science, Medicine, Engineering, Teaching etc.; these colleges might either be run as independent institutions or might be attached to selected high schools.
3. The admission test for Universities should be the passing criteria for the intermediate Examination.
4. A Board of Secondary and Intermediate Education consisting of the representatives of Government, University, High Schools and Intermediate colleges to be established and entrusted with the administration and control of Secondary Education.

The report of Sadler Commission was very comprehensive that many Universities in India started implementing the suggestions given by the Commission. This was for the for the first time a Commission had recommended the attachment of intermediate classes to the high schools and also recommended the new set up of Board of Education to control secondary education.

Subsequently there was a "great deal of expansion in the field of secondary education both in rural and urban areas due to interest shown by the public and also generous

donations given by individuals and institutions. But the problems of the teachers, their salaries and service conditions were left unattended."[14]

The Hartog Committee

It was appointed by Simon Commission to survey and prepare a report on education, prevailing at the time. This was created for the purpose of making enquiries on the organization of various aspects of education in India and give its suggestions for its overall improvement and progress. The committee submitted its report in 1929. Regarding secondary education, the committee felt that the secondary education was more dominated by the matriculation pattern and mere college admission was the intention of the students. Instead it felt that some alternative courses could be introduced to the students in the secondary schools and divert them to various branches to support their life. It felt the need to divert them to industrial and commercial careers. The committee also noted that there were many failures in the matriculation examination, resulting in wastage and stagnation of students. The cause of stagnation was traced back to poor condition of primary level education. Hence, the committee insisted on the improvement of primary education. The committee also noted that the service condition of the teachers and their remuneration was not satisfactorily provided. There was no security of service for teachers. The committee recommended that the secondary teachers to be provided with better salaries, service conditions and social status. It also suggested the improvement of training facilities to the teaching staff.

The survey of Hartog Committee had not been a comprehensive study which would include all the aspects of education and the various issues of the time. It had pointed out only a few major defects and suggested remedies to the prevailing issues.

Defects in the Secondary Education:

The committee found that the entire system of secondary education was purely based on the matriculation examination and the purpose or the motive of every student belonging to secondary school was to prepare for the university examinations.

[14] http://www.caluniv.ac.in/DIGI-DCMNT/commission_report.html, visited on 14/04/2015

Unfortunately the system had no other purpose except the one mentioned above. And therefore the system resulted in major failures at the matriculation examination.

Recommendations for Improvement:

In order to remove the defects of the system of secondary education the committee made the following recommendations -

Diverting Pupils to Non-Literate Pursuits: With the intention to reduce the domination of the matriculation examination, the committee recommended -

a) The introduction of a more diversified curriculum in the middle vernacular schools so that the students get benefited to get suitable employment.

b) The diversion of more boys to industrial and commercial careers at the end of the middle stage, for which provision should be made by alternative courses in that stage. The students should be encouraged to offer these courses as they would be of great help in practical life. The educational institutions should be encouraged to start such skill based courses in the interest of the students.

The Sapru Committee:

The Sapru Committee was appointed in 1934 by the Uttar Pradesh Government. It enquired into the causes of unemployment in Uttar Pradesh (United Provinces). The committee concluded that "much of the unrest was primarily due to mass unemployment and that the system of education prepared the students only for examinations and degrees and not for life. The Committee remarked, that the real remedy is to provide diversified courses of study at the secondary stage and to make that stage more practical and useful and complete in itself and more closely related to the vocational necessities of different types of students. And side by side there should be parallel courses offering practical education in technical, commercial, industrial and other vocational subjects."[15]

The Abbot-Wood Report

Since the large numbers of University graduates were not getting jobs of a kind for which their education qualified them, therefore an enquiry committee was constituted. Messrs Abbot and Wood were two expert advisers to advise the government on

[15] http://www.teindia.nic.in/mhrd/50yrsedu/q/34/3S/343S0201.htm

problems of vocational education. This committee was constituted in the year 1936-37. The committee also considered the problems of educational reorganization. The committee focused on the scope and limitations of vocational education to be imparted in primary, secondary and higher secondary schools. Secondly the committee members thought on the possibility of the improvement of the existed vocational institutions and to suggest the type of new institutions required for the purpose.

One important result of their recommendations has been that "a new type of technical institution called the Polytechnic has come into existence." Most of the states also started technical, commercial or agricultural high schools conducting non-literary courses.[16]

Zakir Hussain Committee -1937

The committee was appointed by All India National Education Conference. The intention of the committee was to formulate a scheme of basic education proposed by Wardha conference under the able guidance of Mahatma Gandhiji. It was proposed in the Wardha Scheme that the primary education should be of seven years starting from the age of seven and the students should be trained on some vocation like craft work so that they can become self supporting.

Zakir hussain committee clarified the wrong impression that the vocational training on craft would lead to child labour but rather it would enhance the overall development of the child. The committee also convinced that even though unemployment would not be removed entirely, the students under Wardha scheme would have better chances of employment. The committee recommended that the scheme of activity-based learning to be introduced in rural areas initially, with due consideration to the environment of people and education existing there. It also suggested the free and compulsory education should be provided for the seven years with their mother tongue as the medium of instruction.

[16] http://www.preservearticles.com/2012030825602/what-was-the-abott-wood-report-1937.html

Regarding curriculum, the committee recommended that the curriculum should envisage both activity-based and knowledge-based. It felt that in primary classes both activity and knowledge could be co-related, but in higher classes studies would be more of knowledge based. The committee recommended a flexible scheme of syllabus so that it could be modified as and when the need would arise.

The Sargent Report:

The present committee was appointed by the Central Advisory Board of Education (CABE) towards the end of the World War - II, for the idea of renovation of educational prospects in India. It also analyzed the then educational situation critically and proposed exact and clear cut solutions. The report of the committee had presented a comprehensive picture of the education. It recommended free, compulsory and universal primary education. It also suggested that the basic schools providing primary education should be of two types, junior basic school from 6 to 11 years of age and senior basic school from 11 to 14 years of age. It also suggested that those students who would not carry on with high schools would obtain entire their basic studies with senior basic school. The medium of teaching would be their mother tongue.

The committee expressed that the high school education itself should be worthwhile and wholesome for the students rather than a preliminary for university education. The duration of high school education should be 6 years starting from the age of 11 years. The curriculum of the high school should be based on two types of syllabus. One for academic education teaching arts and science and the other for technical training for the applied sciences, Industrial and commercial subjects. The medium of instruction should be their mother tongue and English should be a compulsory second language.

Recommendations of the Central Advisory Board of Education

The Central Advisory Board of Education in the year 1948, considered the importance of secondary education in the country. The said board was asked to review the present position of secondary education in India and also to make recommendations related to various problems.

In pursuance of these recommendations, the Government of India appointed a Committee under the Chairmanship of Dr. Tara Chand, the then Educational Adviser to the Government of India. This Committee made some important recommendations on different aspects of secondary education. The Report of this Committee was further considered by the Central Advisory Board of Education in year 1949. The Board again in their meeting held in January, 1951 repeated their conviction that the reorganization of secondary education in the country was of such vital importance that the Government of India should appoint a Commission at an early date.

University Education Commission of 1948

The commission was appointed by the government of India on the recommendation of Central Advisory Board of Education and Inter-University Board. Dr. S. Radhakrishnan was appointed as the chairman of the commission. The main purpose of the commission was to report on university education in India. To attain the purpose, the commission had to analyze secondary education as well. Based on the analysis, the commission made some suggestions. It recommended that the standard of admission to university course should correspond to the intermediate examination. It also opined that the significance of intermediate courses is underrated both by the public as well as the government. The commission also made a remark that our secondary education remained the weakest link in our education machinery and therefore needed urgent reforms. The commission also felt the need for diversified courses in the secondary education as was suggested earlier by the Hunter's commission of 1882. They felt that this would reduce the load on universities so that the universities could be maintained with better standard and also secondary education would become complete in itself. This option would enable the students to acquire the skills of their livelihood at the completion of their secondary courses. The commission also recommended to raise the standard of intermediate colleges with better equipments and well qualified staff. It also recommended teaching in federal languages.

The Secondary Education Commission-1952 (Mudaliar Commission)

The commission was appointed by the government of India under the chairmanship of Dr. A. Lakshmanaswami Mudaliar, the Vice-Chancellor of the Madras University. Hence this commission also is known as Mudaliar Commission. The commission was

inaugurated in the year 1952 and submitted its report on June 1953. The purpose of the commission was to enquire into the status of secondary education and suggest the means of improvement.

The commission pointed out that the education of secondary schools was not oriented with practical needs of life. The course was not providing the students with proper insight into life. The curriculum was narrow and one sided and was not developing a whole personality of the students. The method of teaching was not initiating the development of thought and action of the students. Too much of importance to English was not enhancing the development of student who did not possess special linguistic ability. Also enrollment of too many students in one class reduced the personal contact between teachers and students. Hence, imbibing character in the students mind and inculcating discipline in their activities were seriously undermined. Also, the purpose of education had become more examination oriented. It destroyed the creativity of the students as well as the teachers. Teaching process had become monotonous and uninspiring with narrow focus and stereotyped curriculum.

To mitigate all the faults and to raise the standard of the secondary education, the commission recommended some measures to overhaul the secondary education system. It recommended proper aims to be set, to design a better curriculum pattern, and life oriented syllabus. It also recommended that there should be some relevance of the higher education to the basic education.

Regarding aims of secondary education, it gave stress in the development of personality. The quality of discipline, tolerance, patriotism, co-operation to be inculcated in every student, to produce a successful democratic country. Secondary education should increase the productive efficiency of the students. It was recommended that the students be given vocational training so that it could enhance the development of industry and technology. This would enable the student to be self supporting at the completion of secondary education and should become capable of entering into various professions independently. Student should become capable of taking responsibility with leadership qualities in their chosen field, be they social, political, industrial or cultural.

The commission proposed that the secondary education should be for 7 years between the age group of 11 and 17 years. It recommended that the lower secondary for 3 years and higher secondary education for 4 years. The commission proposed to abolish the then intermediate courses of 2 years and instead suggested that the 11^{th} class should be added to high schools and 12^{th} class should be attached to colleges as a pre-university course. It also recommended to start multipurpose schools and guide them in different walks of life such as technology, commerce, agriculture etc. along with the capacity of earning money and become self-sufficient, the students should also develop fine qualities with a good sense of cultural values, social values and patriotism.

Regarding the medium of instruction, the commission recommended three languages for secondary schools; a national language, a regional language as the mother tongue and a foreign language too. Thus curriculum proposed by the commission envisaged all aspects of growth and life thereafter.

Regarding management and administration of the schools, it was recommended to appoint the Education Director, a post equivalent to Joint Secretary. Under his leadership secondary education board be organized. Committee of central government and state government be organized to advice on secondary education and its management. The commission also recommended raising the quality of teachers with required training and raising their status with a better salary.

The Central Advisory Board of Education 1955.

Education is essential for every citizen. It reforms the thoughts, breaks down superstitions of mind. Central Advisory Board of Education was set up with a purpose of educating every citizen. It was the highest advisory board in the country to advice in education related matter. It gave advice to central and state education committee. To construct a better education process had been the responsibility of the Central Advisory Board of Education (CABE). The Board advises the education boards of central government and state government on the rules and regulations of education.

The function of the board was to analyze the progress of the education periodically and also to supervise the implementation of educational policies and offer appropriate

advices as and when required. The board also had the responsibility to develop co-ordination between the government, education system and also the educationists.

The board recommended free and compulsory education for every child between the age of 6 and 14 years. Also the government schools should provide free education to all the children and the schools should be managed by school management committee. Private schools should admit 25% of children without any fees. Accordingly "Right to Education Act" was formulated in the year 2009. The act also insisted on providing proper infrastructure facilities in schools.

The Planning Commission 1960.

The commission originated from the inspiration of Shri. Jawaharlal Nehru with the focus on national development. The purpose of the commission is to make the best use of available natural resources and to activate development process so that it would raise the standard of living of the common man. It was also intended to maintain co-ordination and balance among various regions of the nation and also between urban and rural areas.

To attain the purpose, the commission formulated and implemented Five-Year plans. The commission was given the responsibility of assessing all the resources of the country, determining priorities and making effective use of resources. Also various educational programs such as '*Sarva Shiksha Abhiyan'*, Adult Education, vocationalisation of education, teacher's education, Science education, Physical Education, language development, cultural activities were organized at the initiation of the commission.

Education Ministers Conference 1964

It was decided that the entire education at the secondary stage should be done in the schools, pre-university classes started in Universities as a temporary measure should be transferred to the schools as soon as possible.

KOTHARI COMMISSION 1964 — 66

The Education Commission 1964-66 was appointed by the Government of India on July 14th, 1964. Dr. D. S. Kothari, was appointed as the Chairman of the commission. Dr. Daulat Singh Kothari was born in Udaipur in Rajasthan in 1905. He had his early education at Udaipur and Indore and received a Master's degree in physics from Allahabad University in 1928 under the guidance of the great physicist Meghnad Saha. For his Ph.D, Kothari worked at the Cavendish Laboratory, Cambridge under the supervision of Ernest Rutherford, to whom he was recommended by Meghnad Saha. After he returned to India, he worked at the Delhi University from 1934 to 1961 in various capacities as Reader, Professor and Head of the Department of Physics. He was scientific advisor to Ministry of Defence from 1948 to 1961 and was then appointed as chairman of the University Grants Commission in 1961 where he worked till 1973.

Dr. Kothari was president of the Indian Science Congress at its golden jubilee session in 1963. He was elected President of Indian National Science Academy in 1973. His research on statistical thermodynamics and his Theory of White Dwarf Stars gave him an international reputation. The Padma Bhushan Award was conferred on him in 1962, and the *Padma Vibhushan* Award in 1973. He was also listed as a "Proud Past Alumni" by the "Allahabad University Alumni Association. In 2011, the Department of Posts and Telegraph issued a commemorative stamp in his honour.

The recommendations of both Dr. Radhakrishnan commission and Mudliar commission were not implemented entirely. The defects of the education system persisted. This situation gave rise to the Kothari Commission. The recommendations of the commission had four main objectives.

1. **To increase the productivity and thus increase national income:**
   To attain this purpose the commission recommended the work experience as a part of school education and also to have vocational subjects in school curriculum. It also recommended science subject as an important part of school education.

2. **To Promote Social and National Integration:**

   For this purpose, the commission recommended to bridge the gulf between educated and un-educated. Also national service should be part of school education. The commission also felt that education is a powerful instrument of national development. Languages would enhance national integration. Hence suitable provisions should be made in teaching mother tongue, Hindi and other modern Indian languages.

3. **To modernize education**:

   Education should keep pace with advancement of knowledge and education should renovate its syllabus based on the developments of science and technology.

4. **To inculcate proper values of social, moral and spiritual sense, the education system should have moral and religious instruction classes.**

   Regarding the course of secondary education, the commission recommended three years of lower secondary and two years of higher secondary. The commission also recommended to transfer the pre-university course from universities and annex them to the secondary schools

The commission also recommended providing proper teacher training facilities. It felt that teacher's education should be a part of academic stream of universities and it should be well coordinated with education department as well as schools. The commission suggested the following measures for the purpose

1. Teachers training should be a part of university education
2. It should be an independent academic discipline in the university
3. There should be collaboration between the teachers training with some schools.
4. The selected schools should receive grants for equipments.
5. There should be exchange of staff periodically between the schools and the teachers training institutions.
6. College of education should be established on a planned basis with due consideration to all aspects of education. For this purpose, some integrated courses should be combined with general professional education courses. Also

different methods of study and different methods of evaluation would add up to improve educational training courses.

7. There should be an effective alumni association for the exchange of views between own students and the faculty of education.

The recommendations of Kothari commission on education envisaged the aspects of modernization, national unity, and productivity, social and national unity, consolidating democracy and also to inculcate social, moral, and spiritual values of life. To achieve this, the main pillar of Indian education policy was to make education free and compulsory to all children up to the age of 14.

The Commission submitted its report on June 29th, 1966. Kothari Education Commission, 1964-66, was the sixth commission in the history of Commission on education in India. The Five Years Plan, started after independence helped the growth of the country in many areas. However, the execution of all these plans were wrought with inherent lacunas, this led to non-implementation of the recommendations. This inherent weakness could be attributed to the executive weakness of the administrative staff and the lack of the will for the expected change. Education appeared to be one of areas which indicated many problems that needed our efforts for immediate solutions. The government may have been fully aware of the situation, however lacked the will for change. To improve the educational set up the government constituted two commissions after independence.

The idea of adopting uniform pattern of 10+2+3 for schools and colleges in all parts of the country was supported by the Sampurnanand Committee of National Integration 1966. The Central Boards of Secondary Education in it's meeting in 1972 passed a resolution in favour of 10+2+3 pattern.

Sampurnanand Committee of National Integration 1966

The Education Commission (1964 - 66): It came to the conclusion, and saw academic considerations for the adoption of the uniform pattern of 10 + 2 + 3 for schools and colleges in all parts of the country. It recommended a higher secondary stage of 2 years of general education or one to three years of vocational education. The idea was also supported by the Sampuranand Committee of National Integration (1966).

Since independence, education had been a vital issue that demanded the focus of attention of the Indian government. Various commissions were appointed to analyze the status of Indian education. Suggestions on education of primary, secondary and university level were recommended by different commissions. Apart from this, there was emphasis on education to be file oriented and productive. Various vocational courses became an option of education. Department of education was thus being processed to provide a self sustaining and independent life for the citizens.

On the other side, there were problems of different dimensions which India as a nation had to encounter. India, being a country of different creeds, culture, linguistic and regions, a sense of disparity was developing among the nationals. This created a hindrance in the development of the nation. India, a nation rich in cultural heritage and resources had stumbled through many crisis in the past without breaking down. The next crisis it encountered was the feeling of disparity among Indians due to their feeling of diversity.

The Indian Education Commission 1964-66 observed "The old values which held society together are disappearing and there is no effective program to replace them with a sense of social responsibility." Social disorganization was becoming evident everywhere. National development was playing in the hands of power seeking politicians. Mass ignorance, linguistic differences and the religious fanaticism started running wild. The need had come to check the negative aspects of human mind and groom the nation in the path of development. The first Prime Minister of Independent India proclaimed that the first essential development of nation is the maintenance of unity of the country. National integration should not be based on political unity but also the unity of mind and heart, which became the need of the hour. The unity should be strong enough to break down the barriers of region or religion. To build up national integration, emotional as well as intellectual integration need to be promoted to achieve development in various fields.

Towards this purpose, a committee was appointed under the chairmanship of Dr. Sampurnanand to examine the issue and take suitable steps to promote national unity and emotional integration. The committee recommended that unity in diversity should

be the way of life. It emphasized on inculcating a strong sense of national and social integration. To attain the purpose, education had to play a significant role. Education should raise the standard of living, develop consciousness of values, make them realize their obligations towards society and develop understanding. Aim of education is not just to impart knowledge but should develop all aspects of students personality and broaden their outlook.

Considering all the aspects of individual and national development, the relevance of education to the nation was realized. The commission suggested that a common school system should be established. National and social service should be introduced, cultural heritage should be protected, also social moral and spiritual values to be inculcated among Indian citizens.

The National Integration Council was set up. It recommended that the significant purpose of education should be to create a sense of Indianness, unity, a sense of solidarity and faith in democracy. To inculcate a national feeling, it was insisted that Independence Day and Republic Day should be celebrated in all educational institutions. Also, to develop a sense of unity and brotherhood among different linguistic culture, it was emphasized that various cultural, literary and oriental activities and competitions be conducted.

The National Policy on Education, 1986, had observed that Education has an important role o play in the development of a nation. It defines the sensitiveness of people. It contributes to national integration. It develops a spirit of independence in mind. It also develops scientific temperament and logical thinking. Thus education lays the path not only temperament for a life of intellectual and economic development but also for a life of peaceful coexistence among people of diversified culture. The education becomes a great source of establishing socialism, secularism and democracy in the country

Yashpal Committee Report -1993

The growth of the Indian higher education system had faced some of the problems like the erosion of the autonomy of the universities undermining of under-graduate education, the increasing distance between the knowledge areas and the isolation of

Universities from the real world and more importantly the gross commercialization in the system of education.

The general emphasis of this committee was to review the functioning and the status of higher education in India at the relevant time. The committee has not made any substantial contribution in the field of Secondary, Higher Secondary education or the integrated courses. As per the point of reference the committee had operated only on the lines of Higher Education.

National Knowledge Commission-2005

The commission was set up as an advisory board to the Prime Minister on matters of education. After the advent of 21st century, knowledge became the prime focus of education. The object of the commission is to make India, a country of intellectual sprit and knowledge but this would be possible by creating a better educational environment by promoting innovative ideas on research, and by introducing advanced technology in various fields such as health, agriculture and industry. Also, the purpose of the commission is to tap resources of knowledge from other countries too and make them easily accessible to our students. The methodology of the commission was to make different groups for different areas which needed development and recommend to the Prime Minister on the reformation needed in the areas selected for the development.

Knowledge is a potential and effective force of any developing nation. It can be comprehended and conceived through proper system of education. Secondary education is a crucial middle stage between elementary and higher education. Hence innovative strategies are required to make education more effective to the students of this stage. Any development depends on the acquirement of knowledge and acquiring knowledge depends on the process of education. Therefore the process of education is very important. It becomes very necessary to promote science and technology education. This would enhance the better usage of existing resources and also would tap new resources of knowledge. Development of the nation in science and technology is a sensitive issue in the competitive world. It is a matter of pride and dignity for the nation. Hence the responsibility of the commission is very crucial for the development. It would advise the Prime Minister on the promotion of education

system, i.e. to create knowledge and effective use of knowledge in the fields of agriculture and industry, other targeted areas of education also.

The commission issued the reports recommending various avenues of developments with regard to education. It recommended special programs to educate illiterate children and also innovative strategies are recommended for education, It recommended to spread knowledge through libraries, e-learning facilities. Translations of books would also provide access to knowledge. Education of elementary, secondary and higher education formed an integral part of the recommendation.

S. Muthukumaran Committee-2007

Tamil Nadu government's statistics shows good result of the number of welfare schemes that the State government has introduced in the elementary education sector. The missionary and also private schools played a very important role in the spread of education. The government made provisions for the textbooks, uniforms and noon meals to the pupils making it a State where the per child spending is much higher than in educationally backward States such as Bihar, Assam, Andhra Pradesh, Rajasthan and others and is higher than the all-India average. The State has made an endeavor to provide primary schools within a one km radius of human habitations with a population of 300 and above to increase their accessibility. It is also a State that has actually spent most of the funds allocated to it by the Centre under the SSA scheme, in contrast to States like UP, Bihar and Assam that have huge unspent amounts. As a result Tamil Nadu students stood first and second rank in the country in the subjects like mathematics, language and reading comprehension skills according to the national mid-term achievement survey.

The model adopted by the said state is worth mentioning, because the model of the state sponsorship of the secondary education has benefited the very structure of elementary education. This may be an indicative model for other states when the question of state sponsorship in the field of education, especially secondary education is concerned. The State funding prove to be beneficial to general rise in proficiency of the education. We can now safely recommend State funding of secondary education. The concept of State sponsorship should not be restricted to financial support but it

should be substantiated with concrete support in the field of infrastructure, curricula development and education supportive polices.

2.3 Government Policies

The decision, policies and regulations in respect to education are taken by the Central government and the State government respectively. This regulation is made through various Statues/Resolutions (GRs). Some of the relevant Statues/Resolutions (GRs) are enumerated as follows:

2.4 Seminars

The researcher observers that during the process of study it has come to light that this 10+2 system of education has been neglected at all levels, neither the management of integrated colleges nor the State Government thought it fit to allow and conduct any kind of academic activities in the past years. This can be justified by the very few seminars conducted so far. The researcher in the capacity of Vice-Principal, without any compromise could successfully undertake two days seminar only for the Junior College supervisors and vice-principals either attached to schools or colleges. The same was conducted at Progressive Education Society's Modern College of Arts, Science and Commerce, Shivajinagar, Pune on 28th and 29th July 2006. The participants were from Pune districts only. The Deputy Director of Education, Pune district Junior College Teachers organisation also actively took part in the various sessions.

The research student was fortunate enough to be the part of another state level seminar arranged by Akhil Bharatiya Vidyarthee Parishad, Maharashtra State on the topic "35 years of +2 system of Education" This was conducted at Thane on 27th and 28th July 2008. The said organisation published a separate book on the problems of Junior Colleges on the days mentioned above.

2.5 Government Policies

The present study aims at understanding the problems of Junior Colleges attached to Senior Colleges. The researcher has mentioned the entire system of education right from pre-independence period till today in the chapter 'Review of Literature'. However the attachment of 10+2 either to schools and colleges fundamentally was not

appropriate. The administrative changes at 10+2 level right from the inception is very confusing and fluctuating.

A) The researcher wishes to attract the attention to the following government resolutions passed by the competent authorities from time to time. With reference to the Govt. Resolution No. HSC/1396/1200/96 dated 5th August 1997 mentioning that the post of Vice-Principal / Assistant Head Master be created in the 10+2 system of education where 8 or more divisions are in existence. The Govt. was to create 689 posts in all higher secondary schools or Junior Colleges. The first G. R. quotes that the person eligible for the post and vice-principal should be the senior most and deserving person on the basis of merit from the Junior Colleges be appointed. It means his date of appointment was the basic criteria for the said appointment. Then the G. R. No. HSC/1396/1200/06 dated 20th Feb. 1998 mentions that the management should prepare the list of all Junior College teachers if they have more than one Junior Colleges or Higher Secondary Schools then the senior most teachers be appointed. That means the seniority list of the all Junior Colleges of the same management be prepared and accordingly the transfers of such teachers be done as Vice- Principal. But again the G.R. No. HSC 1898/25575/(2118) dated 4/12/1998 ordered to stop all the appointments as per the interim stay given by High Court wide letter no. 8120/98 dated 17/9/98. In the meantime another controversy was brought on the surface that the seniority should not be considered from the date of appointment but from the date of obtaining professional qualification i.e. B.Ed. This decision created a mess in this system of education. (Besides this another disparity was that the teachers holding Diploma in Higher Education (D.H.E.) shall not be considered for the posts of Supervisor or Vice-Principal. So in view of the facts mentioned above the government kept on changing their policy wide G. R. Nos. and the same are mentioned below.

1. HSC/1396/1200/96 dated 7/8/1997
2. HSC/1396/1200/96 dated 20/2/1998
3. HSC/1396/1200/96 dated 10/3/1998
4. Letter No. HSC 1898/25575/2118/ 4/12/1998
5. HSC 1898/16354/1959/98 dated 2 Jan. 2002.

Subsequently the writ petitions filed in different High Courts bearing No. 1915/1998, 916/98 and the letter issued by High Court, Mumbai wide no. 8120/98 and dated 17/9/1998, 1059/2001 played vital role in the appointments of Vice Principal. This confusion continued for next 5 or 6 years. The Deputy Director of different regions interpreted the High Court orders as per their convenience. This resulted in delaying the appointments of deserving teachers to the appropriate posts. The approvals to these posts were also kept pending for many more years.

B) Another issue of DHE and B.Ed. degree holders is a classic example of the changing moods of the government officials. As per the state ministry of education the DHE degree is not at all equivalent to B.Ed. degree simply because the former one is diploma and the later one is a degree but the paradox is that both the degrees can be obtained only after one year. It means the duration of both the degrees is the same. As per the Maharashtra Employees of Private Schools (Conditions of Service) Regulation Act 1981 Schedule F (Rule 12) says that the DHE holders cannot be put in the seniority list of the teachers obtaining B.Ed. degree qualification. It clearly means that a separate list of DHE and B.Ed. holders be prepared. This is the worst example of injustice made to all Junior college teachers. One can refer to the G .R. No. HSC 1300/2877/11129/(2877) dt. 26 Oct. 2004.

C) The most unfortunate decision of the State Govt. is with reference to Shikshan Sevak wide letter no SSN 1099/340/99 dated 10th June 2005 declaring the undignified category of Shikshan Sevak. It's really a mockery of the system of education. Any post graduate person having B.Ed. degree belonging to different faculty of education when employed at +2 gets only the salary of Rs. 5000/- (now Rs. 9000/-) per month. This is a serious discrepancy in the equality of treatment of the teachers.

Another policy decision related to 10+2 system of education is 'Environmental Education'. The new subject was introduced from the academic year 2006-07. It's not an optional subject but made compulsory to Std. XI and XII Arts, Sci. and Commerce

faculty students. This was made applicable wide G. R. No. HSC 1306/10066/61/06 dated 4th Nov. 2006. The funniest portion of this letter is that any teacher of any faculty having less work load (i.e. less than 17/18 clock hours) is supposed to teach Environment Education. The subject not only covers the theory part but also project work which is uncalled and unproductive burden, for the said teacher teaching his own subject is required in addition to teach Environment Education. The Govt. Resolution HSC/1306/10066/61/06 dated 26th Sept. 2007 speaks for itself that Environment Education can be taught by 'any teacher' irrespective of faculty and the subject also. This shows the kind of 'Environment Awareness' of the Government. This is sheer negligence and casual approach of the State Government.

Conclusion :

As mentioned earlier the evolution of education right from its inception of the educational policy to modern times have been briefly given by the researcher in this chapter. All these commissions and their respective reports do have some kind of relevance to this topic under research. But Kothari Commission (1964-1966) and Sampurnanand Committee play very vital roles especially in 10+2 system of education. The recommendations or the suggestions given by all these educationist may have contemporary relevance and importance in the then prevalent system of education.

Some commissions have addressed the issue of 10+2 system of education but certainly there is undivided nexus between the suggestions given by the commissions and the policies of education. Some of the commissions have studied the educational problems of 10+2 system of education but the same commissions have overlooked the administrative and managerial aspect of this important segment viz. Junior College.

CHAPTER - 3
HISTORY AND PROFILE OF JUNIOR COLLEGES

3.1 Educational

The initiation of Integrated Junior Colleges with Senior Colleges can be traced to the year 1975 when for the first time the some junior Colleges were attached to the Senior Colleges and the remaining junior Colleges were attached to the High Schools as per the requirement of the respective management. Thus the nomenclature of the Junior Colleges came to be differentiated. The change in nomenclature itself triggered the difference of existence. The Junior Colleges attached to the Senior Colleges came to be referred to as the Junior Colleges, whereas the remaining came to be referred to as the Higher Secondary Classes. The education of the 10+2 nature came to be differently administrated for the different treatment. After the 10 years of Secondary Education the next two years came to be either integrated with the 10 years schooling and in some cases the education of 10+2 came to be attached to the Higher education. The conduction and treatment of both the system came to be drastically different. The paradox of the situation arose when the academic curriculum remained same, however the administrative and quasi-academic administration came to be radically different. Thus the entire human resources in the process of receiving education and imparting education, alongwith the administrative workforce, came to be differentially treated. The differentia became absolute due to various agencies, that were involved with the education within this system.

Prior to the year 1975 the education of Primary and Secondary stages was of 11 years and further degree of 4 years. The evaluation through exam by the respective Boards was conducted after seven years and eleven years of successful educational years. It means that the exams were conducted by the Boards in the Seventh and Eleventh standard.

3.2 Administrative

The administrative aspect of the integrated course also finds it’s introduction into mainstream education from the recommendations of the Kothari Commission. For the purpose of administration the Commission proposed different aspects of education.

The Commission felt that in order to make the professional preparation of teachers effective teacher-education must be brought into the main stream of academic life of universities on the one hand and the school life and education department on the other. It means that isolation of teacher training from the main stream of universities and from education departments and school should be removed.

3.3 Country Profile

India is one of the world's oldest civilisations, is universal fact. Aryan tribes from the northwest invaded the country in about 1,500 B.C.; they merged with the earlier Dravidian inhabitants and created the classical Indian culture. Arab in the eighth century and Turkish in the twelfth century were followed by those of European traders, beginning in the late fifteenth century. By the nineteenth century, Great Britain had taken political control of virtually all Indian lands. Mohandas Gandhi and Jawaharlal Nehru tried to resist the British colonialism through non-violent ways. This resulted in India being independent in 1947

The Republic of India was established in 1947. It comprised of 32 states and Union Territories. Administration of the latter came under the central government. States are governed by the respective state governments under the leadership of central government. Attaining independence and becoming republic had its impact on the educational scenario. Various commissions appointed by the government suggested the different modes for the betterment of education.

India, being a multi-linguistic nation, education within a state is organized by the respective state government, working under the policy formulated by central government. Education is a joint responsibility of central and state government.

Department of Elementary Education and the Department of Secondary Education and Higher Education function under the Central Ministry of Human Resource Development who formulate educational policies. The ministry is guided by the Central Advisory Board of Education (CABE) which constitutes the education ministers from all the states as members.

General Education

Administration of Education

State governments are given freedom to organize their education pattern and curriculum. Education board has been appointed in each and every state. State councils of Educational Research and Training (SCERT) are the principal educational research and development institutions in all the states. Schools affiliated to states boards would conduct themselves with common curriculum and set examination standards for secondary level.

National Council of Education Research and Training (NCERT) is a national institution of educational research and development. It defines the curriculum for the schools affiliated to the Central Board of Secondary Education (CBSC) for the classes from 1^{st} to 12^{th}. Apart from this, Council for Indian School Certificate Examination (CISCE) and also National Institute of Open Schooling (NIOS) formulate their own curriculum patterns and examination standards.

National Policy on General Education

Under the provisions of national constitution, education was a state matter until 1976. The central government could only provide guidance to the states on policy issues. In 1976 the constitution was amended to include education on the concurrent list. The initial attempt of designing a national education policy was made in 1968. But only in 1986, an uniform national policy on education throughout India, was formulated. It was further modified in 1992. The policy set major goals to be achieved in the field of education in India. The policy was formulated with the intention of making elementary education accessible to every child. It emphasized on providing admission to all children and also making provisions to continue their education without break, up to the age of 14. The policy also aimed at opening various avenues of education and vocational skills for the students of secondary education. The policy also took initiation to conduct various educational programs. District Primary Education Program (DPEP) was launched in 1994 to popularize primary education and to raise the literacy level. National campaign for education for all '*Sarva Shiksha Abhiyan*' was launched in 2001. 'Right to Education' was proposed in the Constitution of India emphasizing the birth right of every child from the age group of 6 years to 15 years to

receive elementary education in school. In case of schools being not accessible, it is their right to have non-formal education.

Government of India is taking optimum effort to eradicate illiteracy. It is also taking effort to raise the standard of secondary education by introducing universal curriculum for secondary education. The purpose of the universalisation of secondary education is to provide high quality education to all Indian adolescents up to the age of 16. Indian government is planning to implement the program effectively by 2015. Also, as the next step of development, Indian government is also planning to provide universal education to Senior Secondary Level students up to the age of 18. This program is also scheduled to be on practice by the year 2020.

Various problems in the field of education were also analyzed. It was noticed that education in rural and urban areas was not treated uniformly. In many rural schools there was shortage of teachers. Attendance of teachers was irregular. A very casual approach was given to education. Facilities were inadequate. Sufficient teaching materials were not available. There was lack of awareness in people of rural area regarding education. Also the student teacher ratio was very high. On the other hand, student attending schools in urban area were over conscious about their status of education. They were trusted with an extreme level of competitive sprit and their sole purpose of education was narrow down into getting admission in the best schools or colleges. This tendency was prevalent in middle class as well as upper class society, especially, where the children are attending private schools.

Apart from the formal school education, the government of India is also conducting programs for non-formal education. This program was initiated with the purpose of providing literacy for the children of the age group of 6 to 14 years especially those for who are unable to attend regular schools and also for those children who become drop-out from the schools for the various reasons. Initially the program was activated in 10 states which were educationally backward. Later on, it was extended to urban slum areas as well as hilly and tribal areas where the wings of education had not spread.

School Education

A uniform structure of school education, the 10+2 system, has been adopted by all the states and Union Territories (UTs) of India following the National Policy on Education of 1986. Elementary school, Class I — VIII, is recognized as the period of compulsory schooling, with the Constitutional amendment making education a fundamental right. A majority of the states and Union Territories (UTs) have introduced free education to classes l-XII. And also it is found that the annual fees for these classes varied from state to state at a considerable level.

The secondary stage consists of Classes IX-X (in some states VIII-X), and a senior secondary stage of schooling comprising classes XI-XII in all states. In some states union territories these classes are attached to either universities or colleges. The number of working days of school education in a year is generally more than 200 days in all the states and union territories.

Participation in primary and secondary education

After independence, the government of India is making the maximum efforts to raise the standard of education and also making it effective to suit our culture and environment. Ministry of Human Resource and Development made an analysis to know the extent to which the purpose had been attained. The statistic data shows that the Gross Enrollment Ratio (GER) showed a progressive increase from around 32% in the year 1950-51 to around 82% in the year 2002-03. Also the rate of increase in GER of girls had been higher than that of boys, which is a favorable sign of the efforts of the educational programs of the government.

A comparative study of the status of education in different states was conducted by the Ministry of Human Resource Development. It was found that there were wide disparities among the different states in the number of children completing primary and secondary school education. In certain states only less than 20% were found completing primary and secondary school education whereas in some states it was found that more than 80% students were completing their school education.

National Curricula

The National Council of Education, Research and Training (NCERT) was set up by the Government of the India in the year 1961 with the purpose of assisting and advising the central government and the state government on academic matters of school education. It was given the responsibility of implementing various educational policies by conducting educational programs, avenues of educational department regarding girl-child education. Universalization of Elementary Education (UEE), Vocational education was attended by NCER. It also conducts various educational programs through National Institute of Education (NIE), Regional Institute of Education (RIE), Central Institute of Vocational Education (CIVE). Conducting training programs and workshops also came under its agenda.

NCERT formulated the first curriculum framework in 1975. It was given responsibility of developing national curriculum framework through National Policy on Education (NPE). The curriculum is reviewed after every five years and necessary modifications are introduced in them on the basis of consultations with educationists and the members of educational board. Books are published by NCERT from classes 1 to 12^{th}, which are based on the framework of existing curriculum. The core areas of curriculum remain common. Usually, English is a compulsory subject in all the states, mainly from classes 6^{th} to 10^{th}. The same pattern of curriculum is followed in union territories also. National curriculum framework identified the essential levels of learning in each stage of school education and the concept is made universal by the scheme of Minimum Levels of Learning (MLL) in 2000.

The national curriculum framework of 2005, aimed at providing different options of education, depending on the needs of the students. It also discouraged rote learning and instead encouraged the method of reasoning and proposed to develop the creative abilities of the students by modifying the examination system. Opening different avenues of education for the students, is proposed by the curriculum framework, thus offering the choice of vocational subjects for them. Peace education is also included as a dimension in education.

Higher secondary/Senior secondary education (2 years, grades XI—XII)

The period of higher secondary course is for two years. It provides two different streams of education, one for academic course and another for vocational course. Academic courses are more intellectually oriented course, with the aim of developing higher levels of knowledge and problem solving abilities. Students opting for academic courses, generally aim for higher studies in their chosen field. Vocational courses of higher secondary education pave the way for the development of working skills. Students of this course, generally pursue the training course for developing the technical skills needed for industries and land on a job there of.

National Curriculum Framework 2005

The National Curriculum Framework 2005 also proposes changes within the examination system (examinations for classes X and XII) allowing reasoning and creative abilities to replace memorization. The children should be able to opt for different levels of attainment.

Examination and Assessment

In all the states and Union Territories, the examinations are conducted at the end of classes X and XII by the concerned State Boards of Secondary and Higher Secondary Education. Ministry of Human Resource Development has published a list of recognized state boards for secondary and higher secondary education.

The minimum age for admittance to the Secondary School Examination generally varies from 14 to 16 years. The minimum age for Higher Secondary School Examinations varies from 16 to 18 years. Some States and Union Territories do not have an age restriction or any other criteria such as. The Central Board of Secondary Education (CBSE), established by a special resolution of the Government of India in 1929, prescribes examination conditions and the conduct of public examinations at the end of Standard X and XII.

The Council for the Indian School Certificate Examinations (CISCE), Delhi, was established in 1958 by the University of Cambridge, Local Examinations Syndicate as a self-financing national examination board. The Council conducts the Indian Certificate of Secondary Education (Standard X) and the Indian School Certificate

(Standard XII) examinations. CISCE affiliates schools using English as a medium of instruction. The title of the final qualification varies depending upon the examining body. The titles used by the central examining boards are:

CBSE:

- All India Secondary School Certificate (Standard X).
- All India Senior School Certificate (Standard XII).

CISCE:

- Indian Certificate of Secondary Education (ICSE Standard X).
- Indian School Certificate (ISC Standard XII).
- Certificate of Vocational Education (CVE XII).

National Institute of Open Schooling (NIOS)

National Institute of Open Schooling (previously known as the National Open School) was established in November 1989 as an autonomous educational institute. The institute provides basic programs such as secondary education courses and senior secondary education courses on an open education basis. NIOS conducts examinations twice a year and candidates can appear in one, two or more subjects. Credits are accumulated until the certification criteria are fulfilled. NIOS has at its disposal a network of accredited study centres all over India providing support to learners.[17]

Higher Education

Higher education is on the concurrent list in the Indian constitution, meaning that it is a collective responsibility of the Central Government and the State Governments also. The Department of Secondary and Higher Education is under the control of Ministry of Human Resource Development. There is also a Department of Education in each state. The Central Government is responsible for the major policy on higher education and also for the co-ordination and determination of standards in higher education institutions. State Governments are responsible for the establishment of state universities and colleges and for providing grants for their development and

17 India, International Comparisons, UK NARIC (Website), visited on 15/04/2015

maintenance. Higher education institutions are funded by the Central Government through the University Grants Commission (UGC), one of the statutory bodies, or by the State Governments.

State Universities and colleges are funded by the respective States. There are also some other sources of funding. Self-financed or private Universities are not common in India though many colleges are financed by non-governmental agencies. Only Universities established or incorporated by or under a Central Act, Provincial Act or State Act, an institution deemed to be a University under Section 3 of the University Grants Commission Act or an institution specially empowered by an Act of Parliament have the right to confer degrees in India.

Framework of Educational Pattern

India has one of the largest education systems in the world though it is the most complex one. The European system of higher education was introduced in India by the British in 1857 with the establishment of universities for European education in three cities. At the time of independence, there were 20 universities and 500 colleges in India but the number has increased rapidly since then and the student enrolment has gone up from time to time. At present educational structure in India consists of:

- Pre-Primary Stage
- Primary and Post-Primary Stage
- Secondary and Higher Secondary Education
- Under Graduate Level
- Higher Education
- Professional Education
- Polytechnics
- Technical Institutes.

From what has been stated above, it is seen that different types of schools and colleges exist in the States, and that more recently certain new types of schools and also various educational institutes imparting education are established for definite educational, technical and vocational pursuits, catering to the aptitudes of the students concerned.

a. **Government:** For the purpose of the present study the State Government of Maharashtra, Ministry of School Education, as the education falls under the Concurrent List of the Indian Constitution.

b. **Government Agencies:**

- Cabinet Minister for School Education
- State Minister for School Education
- Secretary of School Education
- Commissioner-School Education
- Director of Education-Primary, Secondary and Higher Secondary, Adult Education etc.
- Joint Director of Education
- Regional Deputy Director of Education
- Assistant Director of Education
- Maharashtra State Board of Secondary and Higher Secondary Education.
- Zilla Parishad
- Pay and Provident Unit
- NCERT
- SCERT

The Human Resources directly and indirectly associated with the same are:

a) **Principals -** It would be relevant to mention that the Principals of the Junior Colleges attached to Senior Colleges have a very significant role to play. The protocol of work or the profile of responsibilities are different than that of the vice-principal.

b) **Vice-Principals —** the cadre of Vice-Principal has a pivotal role in the set up. The fact remains that the Principals of the junior Colleges attached to Senior Colleges are pre-burdened with the responsibilities of Higher Education and administration. Hence the entire responsibility of education and quasi-administration is placed upon the Vice Principal. They replace or coordinate the functions of the junior Colleges thus attached to the Senior Colleges.

c) **Supervisors -** Next to the Vice Principals is the Supervisor, who assumes the academic and administrative responsibilities of the junior Colleges thus attached to the Senior Colleges

d) **Registrar —** This office is directly responsible for the administrative functioning of the junior Colleges attached to the Senior Colleges.

e) **Teachers —** This cadre is the key functionary between the major stake-holder student and the Principal of the establishment. In the line of hierarchy the teacher is directly in contact with the Administrative staff and students. Apart from teaching, which is the primary duty of the teacher, the additional responsibility of the teacher can be identified to maintaining harmony within the institution.

f) **Students —** Probably the most important stakeholder in the system of education, more particularly the adolescent education system imparted through the 10+2 system existing in the present set-up. The inclusion of students was the necessity of the research for the wholesome approach to the issue at hand.

CHAPTER - 4
RESEARCH DESIGN

4.1 Research Methodology

The term research is defined and interpreted by various scholars. "The research is considered to be the more formal, systematic and intensive process of carrying on a scientific method of analysis."[18] The Advance learner's Dictionary of Current English laid down the meaning of research as 'a careful investigation or inquiry, especially through search for new facts in any branch of knowledge'. "It may be defined as the systematic and objective analysis and recording of controlled observations that may read to the development of generalization, principles, or theories resulting in prediction and possibly ultimate control of events." [19]

Well-known scholars named Redman and Mery defined research as a 'systematized effort to gain new knowledge.' According to one more scholar, Clifford Woody,; 'research comprises defining and redefining problems, formulating hypothesis or suggested solutions: collecting, organizing and evaluating data, making deductions and reaching conclusions; and at last carefully testing the conclusion to determine whether they fit the formulating hypothesis.' D. Slazenger and Stephenson in the Encyclopedia of Social Science defined research as 'the manipulation of things, concepts or symbols for the purpose of generalizing to extend, correct or verify knowledge aids in construction of theory or in the practice of an art.'

Research was referred to as search for innovative ideas. The present research is confined to the 'Linguistic, Managerial and Educational problems of Junior Colleges attached to Senior Colleges in Pune City'. It is focused on the major findings of the difficulties faced by the administrative staff and students. Bernard Ostle and Richard W. Mensing wrote, "Research can be termed as an inquiry into the nature of the reasons for, and the consequences of any particular set of circumstance, whether these circumstances are experimentally controlled or recorded just as they occur."

[18] Best, J. W. and Khan, J. V. (2000), ***Research In Education***, Prentice Hall of India Private Ltd. New Delhi, P-20.
[19] Ibid, P-20.

There are different kinds of research methods. Here, the researcher used the method that was useful for the study. The survey method is used which is includes surveys and fact-findings of various kinds. The main purpose of this method is to survey the state of affairs; as it is existed at that time. It is the data based research coming up with observations and their findings which are capable of being verified by survey. It is also necessary to think the significance of the research. One of the famous researchers, says that:

The roles of research in several fields are more significant and greatly increased in recent times. It is carried out with a view to surveying the present situation by collecting data for prevailing conditions and recommending the remedies for improving the position of Linguistic, Administrative and Educational problems of Junior Colleges attached to Senior Colleges in Pune City.

In the present study the Researcher has on field, firsthand experience and it is observed personally by the researcher that there are several inherent flaws in the system. Hence in furtherance of this cause the researcher has endeavored to actually test the experience through scientific research and to ascertain that what the researcher feels it actually a fact. In furtherance to the cause a study was designed with a pre-existing hypothesis and a research design was formulated to include various designs for an all inclusive and exhaustive research.

Survey Methodology studies the sampling of individuals from a population and data collection techniques (e.g., questionnaire design) with the intention of making statistical inferences about the population represented by the sample surveys, market research surveys, government surveys and Censuses are couple of examples of quantitative research which makes the use of contemporary survey methodology to answer questions about a population. Surveys provide important information for all kinds of public information and research fields.

A single survey is made of at least a sample, a method of data collection (e.g., a questionnaire) and individual questions that become data and the same can be analyzed statistically. A single survey may focus on different types of topics depending on the purpose of the study. Since survey research is always based on a

sample of the population, therefore, the success of the research is dependent on the representativeness of the sample with regard to a target population of interest to the researcher. That target population can range from the general population of a given territory to specific groups of stakeholders within that region to the 10+2 system of education. In the present case there are 28 colleges under the territorial area of research, that is to say that there are 28 colleges where the Junior College is attached to the Senior College, hence considering the territorial area and the number of colleges the researcher choose to take all the colleges under study, the entire population is taken as the base of the study. Further the researcher has identified stake holders or the persons who are to be studied. The study population is again sub divided as Principal, Vice Principals, Supervisors, Teachers and Students, as this population is directly and indirectly affected by the topic under study.

Survey methodology tries to identify principles about the sample design, data collection instruments, statistical adjustment of data, and data processing, and final data analysis. Survey methodology is a scientific field as well as a profession meaning that some professionals in the field focus on study survey errors empirically and others design surveys to reduce them. For survey designers, the task involves making a large set of decisions about thousands of individual features of a survey in order to improve it.

The most important challenge of a survey methodologist includes making decisions on how to:

- Identify and select sample members.
- Contact sampled individuals and try to collect data from those who are reluctant to respond or otherwise also.
- Evaluate the given questions.
- Select the mode for collecting responses.
- Arrange interviewers.
- Check data files for accuracy

Doctrinal

One of the methodologies employed for the purpose of this research is doctrinal. "Doctrinal research, (also referred to as theoretical, pure, academic, traditional, conventional, armchair research) is essentially a library based study."[20] The scope of the present research is also library based, however the perception of 'library' in the present technological advancement has radically changed, the more appropriate term would be e-library.

The Educational Commissions were the primary consideration of the study. The additional reading and study was through various articles published by national and international authors, academicians, philosophers and students of education.

At the initial stage to endevour to understand the title, it is necessary to read and study the concept of education as has changed from time memorable and thereafter the concept of Secondary education, the history of the education, the administration and academic dimensions, the changing politico-social issues revolving and affecting the policies of secondary education in the country.

Even if the primary source of study would be the Commission's Report, Government Resolutions and other literary sources, it is observed that almost all of the reports and studies are extensively relying on the established path. There appears no breakthrough in the establishment. Considering the diversity of the title it was incumbent to study several articles, books and critics on secondary education.

The next stage of research would be to explain the various phenomenon appearing in the study, such as Education, Secondary Education, Integrated Education, Administration and Academic Perspective, Duty, Socio-Political background, it's implications and significance. This would take us to the Explanatory aspect of the research.

Mere reading and appreciating the reports, government resolutions, literature, articles, books and papers would not be the scope of the study, without critical analysis and

20 Legal Research and Writing Methods, by Professor Dr Anwarul Yaqin

study the research would be microscopic and limited to glorification of the existing works. Hence during the process of research the colour of Analytical and Critical study would be omnipresent.

Since the research is aimed at Education, one of the oldest and existing institutions of the Society, historical study would be the part of the present study. The unity within the diversity of the Education, Secondary Education, Higher Secondary and Integrated Education of the country, particularly the city of Pune requires comparative study to be the part of the study, without comparative study the understanding of the various institutions would not be complete. The Educational polices as propounded by the state government of Maharashtra, implemented in the city of Pune and the impact of education thereupon is the scope of the present endevour.

Empirical

Knowledge derived from investigation, observation, experimentation, or experience, as opposed to theoretical knowledge based on logical or mathematical assumptions.[21] Empirical study and evidence may be synonymous with the outcome of an experiment, observation and data collection. Such methods are opposed to theoretical ab-initio methods which are purely deductive and based on first principles.

The positive approach of empirically acquired information has been that observation, experience, and experiment serve as neutral arbiters.

The fact that the present system of integrated education prescribes two radically different treatments is mutually elusive and contrary. The first system of 10 + 2 education is where the classes are administratively and academically attached to the section imparting Secondary Education the other system is where the 10+2 is attached to the section imparting Higher Education. Hence the significance of the present research is to implore the possibilities. Hence as a sample case the research revolves around the city of Pune and the implications thereof. The underling presumptions are that the sample of the Pune city would be indicative, suggestive and exhaustive to reflect on the situation elsewhere in the state of Maharashtra.

21 http://www.businessdictionary.com/definition/empirical.html#ixzz2Na9ww8AA

General interview guide approach –

The guide approach is definitely to ensure that the same general areas of information are collected from each interviewee which provides more focus than the conversational approach, but still allows a degree of freedom in getting the information from the interviewee.

Standardized, open-ended interview –

The same open-ended questions are asked to all interviewees; this approach facilitates faster interviews that can be more easily analyzed and compared.

Closed, fixed-response interview –

Where all interviewees are asked the same questions and asked to choose answers from among the same set of alternatives. This format is useful for those not practiced in interviewing.

Questionnaires are a popular way of gathering information. In large scale surveys, postal questionnaires are by far the cheapest way of gathering information from hundreds or thousands of people. Responses can be quantified using various sophisticated statistical techniques and the results presented with the confidence level. There is a scope for using a questionnaire in the present research where information may be needed from the staff (Teaching and Non-Teaching) of Junior College or from students in particular year groups. While some questionnaires are used in face-to-face interviews, we are concentrating on, documents containing a number of questions which respondents have to complete by themselves. They may have to tick boxes, write in opinions or put things in order of their opinion. The important point is that the researcher is not visually present when the questionnaire is being filled in. We focus on this kind of questionnaire because this is the kind which teachers are most likely to use. It is unlikely that teachers/principals will have the time or opportunity to conduct face-to-face interviews using a questionnaire. We concentrate on questionnaires which students, teachers, Principals and administrative staff going to complete without a researcher present. The questionnaire is drafted after the preliminary selective inquiry into the issue, in consultation with the Guide and eminent

personalities directly connected to the issue. The questionnaire was to be completed by the identified respondents in their own time.

4.2 Population of the study:

For the purpose of the present research it is essential to identify the stake holders and hence the categories are explained herein after:

a. **Principals :-** It would be relevant to mention that the Principals of the 'Junior Colleges attached to Senior Colleges' have a very significant role to play, the protocol of work or the profile of responsibilities. The role of the principal is probably to lead and manage the planning, evaluation and improvement of the education of all students in the 'Junior Colleges attached to Senior Colleges'. A key component of this role is to increase the knowledge base of teachers. At the same time, the Principal, as Executive Officer/Secretary of the Local Management Committee, must ensure that adequate and appropriate advice is provided to the management on educational and other matters; that the decisions of the committee are implemented; and that adequate support and resources are provided for the conduct of such Local Management Committee meetings. Principals have a clear set of accountabilities, which distinguish their work from other members. The Principal can also be accountable for the overall leadership, management and development of the school within statewide guidelines and Government policies. The core accountabilities can be identified to:

- Ensure the comprehensive, high quality education program to all students.
- Be the Secretary of the local management committee.
- Implement decisions of the management committee.
- Establish and manage financial setup in accordance with the Government and management.
- Represent the Department in the 'Junior Colleges attached to Senior Colleges' and the local community.
- Contribute to various activities, including policy and strategic planning and development.

- Effectively manage and integrate the resources available to the 'Junior Colleges attached to Senior Colleges'.
- Appropriately involve staff, students and the community in the development, implementation and review of policies, programs and operations.
- Report to the Education Department, community, parents and students on the achievements of the school and of individual students as appropriate.
- Comply with regulatory and legislative requirements and education policies and procedures.

b. **Vice-Principals :-** the cadre of Vice-Principal has a pivotal role in the setup. The fact remains that the Principals of the junior Colleges attached to Senior Colleges are pre-burdened with the responsibilities of Higher College Education and administration. Hence the entire responsibility of education and quasi-administration is placed upon the Vice Principal. They replace or coordinate the functions of the junior Colleges thus attached to the Senior Colleges. The Vice-Principal shall, in the absence of the Principal, assume the duties and responsibilities of the Principal. Other duties of the Vice-Principal shall be those worked out by mutual agreement with the Principal. The same is in accordance with the Government resolution No. HSC 1396/1200/96 dated 5th August 1997. Vice Principal needs to be familiar with college academic policies when advising students on how to face common entrance examination and resolving issues related to individual academic records.

c. **Supervisors :-** Next to the Vice Principals the Supervisor, assumes the academic and administrative responsibilities of the junior Colleges thus attached to the Senior Colleges. The role of supervisor in this system of administration is equally important. He gives his assistance to the vice-principal for smooth administration. Junior college supervisor maintains the academic record of all students and plans and implements the registration process for classes. He or she works with other administrators to coordinate times and locations for class meetings and resolve scheduling conflicts. Other responsibilities include keeping records of all college exams and curriculum

prerequisites, determining students' eligibility, and preparing information such as honors lists, transcripts and class rankings. The Junior College supervisor with the help of college registrar need to compile enrollment statistics and may advise students regarding loan and scholarship eligibility. Both (i.e. Registrar and the Junior College Supervisor) might be responsible for collecting tuition and other related fees. Often serving as the Junior college representative supervisor and the registrar might be responsible for developing and implementing a budget and recommending useful technological updates and implementations to create a more efficient work environment.

d. **Teachers —** This cadre is the key functionary between the major stake-holder student and the Principal of the establishment. In the line of hierarchy the teacher is directly in contact with the Administrative staff and students. Apart from teaching, which is the primary duty of the teacher, the additional responsibility of the teacher can be identified to maintaining harmony within the institution. A teacher is acknowledged as a guide in the processes of learning. A teacher's role may vary between cultures. Academic dominance is always shown in the system of education but a teacher's duties include instruction in vocational training, spirituality, and life skills. In modern schools where scientific and education pedagogy is practiced, the teacher is defined as a specialized person as it is seen in many other professions. In education, teachers facilitate student learning, a teacher who teaches on an individual basis is described as a tutor. A teacher is a person who is directly involved in instructing a group of students. Administrative head of the institution is also counted as teacher even if he does not teach. In this study, full time teacher is a person engaged in teaching for a number of hours of work statutorily fixed by the government. A part-time teacher is normally appointed on fixed salary/honorarium, which is less than the normal full time teacher. The part-time teachers are given different nomenclature in India, e.g., contract teacher, *shiksha karmi, guruji,* community teacher, voluntary teacher or Shikshan Sevak.[22]

22 Department of Educational Survey and Data Processing, National Council of Educational Research and Training, New Delhi

e. **Students :-** Many students enter college expecting good times, knowledge, friendships, and with a new sense of direction. They soon find out that college comes with challenges and struggles because of the great demands and expectations that are put on the importance of education. Junior College students experience a great deal of stress, especially when they are in this new environment. For some students, entering college is a terrifying and an overwhelming experience. This transition from high school to college is the most significant in their lives. The transition for the student is grosser when the student is admitted to a Junior College attached to a senior college. The student psychology at the adolescent age has to be considered. This gross effect may probably lead to disorientation and bring a large gap in the continuance of education. It may be observed that a secured educational life in a higher secondary school is without any gradual introduction and undisturbed due to the larger than life scene in the Junior College attached to Senior Colleges. This transition affects not only the academic continuation but the administrative continuation of the student.

4.3 Selection of Sample:

It is not possible to think the whole population for the present study. So a group of the population is selected for the purpose. "A population according to the Best and Khan is any group of individuals that have one or more features in common that are of interest to the researcher. The population may be all the individuals of a particular type or a more restricted part of that group. [5]

So the samples from various integrated Junior colleges are selected. Best and Khan defined it a small proportion of a population selected for observation and analysis. "By the observation the characteristics of the sample, one may make the certain inferences about the characteristics from which it is drawn. [6]

C. R. Kothari remarked that:

"A complete enumeration of all the items in the population is known as a census inquiry. It may be presumed that in such accuracy is obtained. But in practice, this may not be true. Even the slightest element of bias in such an inquiry will get larger and larger as the number of observation increases. Moreover, there is no way of

checking the element of bias or its extent expect through a resurvey or use of sample checks. Beside, this type of inquiry involves a great deal of time, money and energy.[7]

About the sample designs, Kothari C. R. further says that, "The sample design is to be used must be decided by the researcher taking into consideration the nature of the inquiry and other related factors.[8]

Therefore, the present study has been conducted on the 'Linguistic Administrative and Educational problems of Junior Colleges attached to Senior Colleges in Pune City'. The surveys of the various Jr. Colleges which are attached to the Sr. colleges are taken for this research. The administrative staff is involved to study problems of linguistic. The researcher has distributed various questionnaires to Principal, Vice-Principal, supervisor, junior college teachers and also students respectively in the Jr. Colleges in the areas of Pune city. The information is collected in the form of responses of the students and administrative staff from various Jr. Colleges which are attached to Sr. Colleges.

For the purpose of study the concept of random sampling was employed, the respondents were segregated and sampling was done base on the population of the stakeholders.

4.4 Data Collection:

For the purpose of this research the detailed comprehensive, but not all inclusive questionnaire had been followed. For the purpose of formulation the questionnaire various stake holder were first interviewed and consulted. To ensure that the questionnaire was all inclusive and comprehensive it was necessary to seek the observations and suggestions from the random sampling of the stakeholders. Considering the geographical extension of the scope of the present research choosing the sample for suggestions was not difficult. After personal interviews and suggestions were recorded, the questionnaire was prepared based on that responses. However the researcher does not claim that the questionnaire is all inclusive and exclusively covering the question under study. The sample of the questionnaire is annexed hereinafter as Appendix ***, Appendix *** and Appendix ***. From the

perusal of the said questionnaire it will be observed the same are precisely addressing the issues under study.

The researcher was aware of the inherent lacunas of a fixed questionnaire and to accurately study the issues other methods of extracting the facts were also necessary. Hence personal interviews of some stake holders were also taken. The method used was in form of open ended questions some of the responses in transcript form are annexed at Appendix *** Appendix *** Appendix *** Appendix *** Appendix *** and Appendix ***.

Research procedure:

The researcher has collected innovative data from primary sources. It is classified by patient and unhurried activity. It is careful recorded as well as reported. In this process, each important term is defined, references are carefully documented, and various observations are recorded. Therefore, Best and Khan say to this connection: "The procedure section outlines, the research plan. It describes in details that will be done, how it will be done, which date will be needed what gathering devices will be used." [9]

So it is appropriate to present a brief overview of the research procedure. James Harold Fox pointed out some criteria:

1. "The purpose of the research should be clearly defined and common concepts are used.
2. The research procedure used must be described in sufficient details to permit another researcher to repeat the research for further advancement, keeping the continuity of what has already been attained.
3. The procedural design of the research should be carefully planned to yield results that are as objectives possible.
4. The research should report with complete frankness, flows in procedural design and estimate their effects upon the major findings.
5. The analysis of data should sufficiently adequate to reveal its significance and method of analysis should be appropriate. The validity as well as reliability of the data should be checked carefully.

6. Conclusions must be confined to those justified by the data of the research and limited to those for which the data provide an adequate basis.
7. Greater confidence in research is warranted if the researcher is experienced, has a good reputation in research and a person of integrity." [10]

Taking into consideration these criteria, the researcher has prepared his procedure of working. At first the researcher prepared an outline of research plan under the guidance of the research guide. After that the researcher prepared various questionnaires with the help of experts and guide. It is contained open-ended as well as close-ended questions.

This investigation is worked out in the jurisdiction of the suburb areas of Pune city. The researcher has distributed the questionnaires to the administrative staff and the students. Then, he analyzed the data. The process of classification, sorting and tabulation of data are important parts of the present research. Thus, he has also collected the essential information from the samples using questionnaires.

Tools Used in Research Method:

By considering the research procedure, the researcher decides to apply the method of data collection, suitable for this research. Then, sample survey is made. "The survey refers to the method securing information concerning a phenomenon under study from all or a selected number of respondents of the concerned universe. In a survey, the researcher examines those phenomenon which exist in the universe independent of his action." [11]

There are various methods of collecting data in survey. C. R. Kothari has pointed out "those important methods:

1. Observation Method,
2. Interview Method,
3. Through Questionnaire,
4. Through Schedules, and
5. Other methods like:
    a. Warranty Cards
    b. Distributors audits

c. Pantry audit
d. Consumer Panels
e. Using mechanical Devices
f. Through Project Technique
g. Depths Interviews and
h. Content Analysis [12]

For the purpose of the study appropriate data collecting tools are prepared and used in consultation with experts, keeping the objectives of the study in the mind.

About the importance of the questionnaires, Topp and McGrath have said as cited by Mouley (1970):
" ..... the questionnaire is an economical way of accumulating information of significance to educators that is economical both for the senders and for the respondents in time, effort and cost and that if it was eliminated, progress in many areas of education would be greatly handicapped and much useful information lost".

"A questionnaire is a systematic compilation of questions that are submitted to sampling of population from which information is desired." (Barr. Davis and Johnson, 1975)

A questionnaire is a major tool for the purpose of undertaking any survey. It seeks to establish present situations as they prevailing conditions. It is said that:

"Actually, the questionnaire has unique advantages and properly constructed and administrated, it may serve as a most appropriate and useful data-collecting device in a research project.[13]

A questionnaire method is used. This is because of its merits, Kothari C. R. has pointed out the merits as follows:

1. There is low cost even when the universe is large and is widely spread geographically.
2. It is free the bias of the interviewer; answers are in respondent's own words.
3. Respondents have adequate time to give well throughout answers.

4. Respondents, who are not easily approachable, can also be reached conveniently.
5. Large samples may be made use of and the results may be made more dependable as well as reliable.[14]

Considering the above views, the researcher prepared a questionnaire.

The researcher has given attention to the combination of words of the questions. The size of the questionnaire is not large. An adequate space is provided in the questionnaire for the respondents to express their views. The physical appearance, quality of paper etc. are better. In short, the success of questionnaire is mainly on the quality of the questionnaire itself. All characteristics of good questionnaire are reflected in the questionnaire for the present study, the questionnaires are prepared to get information from administrative staff and also students of Jr. Colleges which are attached to Sr. Colleges in the suburb areas of Pune city. The questionnaires are given in Annexure.

Conclusion:

Thus, in this chapter, the researcher has described the methodology, the selection of sample and the procedure of the research work. While doing so he has described the tools he has used for gathering the required data for the research problem in hand. The data, thus, collected is analyzed and interpreted with the help of tables and graphs through descriptive and statistical measures in the next chapter.

Open Interview:

During the course of the study it was observed by the researcher that some of the issues have not been addressed and hence there was a need to re-visit the population under study. Then the researcher after discussing with the guides of the present study, formulated an open ended questionnaire which the researcher would ask the Responders to respond during the personal interview. The populations chosen were based on random sampling and also homogeneous. All the concerned colleges were identified and the respondents were chosen based on lottery. The lottery was made by preparing the names of the respondents on a piece paper and the research guide chooses the unidentified name for the responders. The questions were as follows:

1. What is your opinion of status of NSS in the College?
2. Does the issue of attachments affect the holidays and academic years?
3. Does the issue affect the number of students per division?
4. What are your general suggestions?

CHAPTER - 5
LINGUISTIC MANAGERIAL

Linguistic Managerial

Human life is a fast flowing river, which has its inner personality as a bank and his social life as the other bank. As his heart fleshes out through communication, his inner personality develops. As we know, man is a social animal, language become some of the key medium of communication. It becomes the corner stone of development for an individual. Language is the jack which lifts man above all the other living things. It bridges the gap between man and his surroundings. Language is a medium to convey our emotions and thoughts, that would visualize a fellow human with understanding and love. Every thought or idea of our mind are given a voice only through language. Thus, it serves as a base for enhancing our knowledge. It is through our language that our experiences talk. Clarity of mind develops with a freedom of expression. Democracy is alive only because of expression. Language becomes very important for educational development too. In today's world, to have an upper hand, one must have very good communication skills.

The horizon of development broadens through communication and Language has no barrier. India is a country of diversified culture but there is unity in diversity with respect to its languages. Therefore, language is the pillar of its developmental prospects.

Being an ancient country, India has a very rich cultural heritage. The northern part of India has the influence of the Aryan culture. The Dravidian culture has its effect in the Deccan Peninsula. The Languages of both the cultures still have their imprints in India.

India is also very rich in natural resources and that is why it had attracted so many invaders. Its wealth and resources were irresistible to the greedy minds, around the world. They could easily imagine what power the possession of this treasure would bring them. India was invaded by the Turks and subsequently by Muslims and then followed by Europeans too. These invaders measured the strength and weakness of

the nation and made them to their advantage. To distort the developed social structure of the Indian society, they enforced their influence on its primitive culture.

Every social group has some variety of friendliness with their language. Every society had a strong prejudice in favour of their own traditions as well as language. There was a communication invalid among different regions of India. In spite of the fact that India being rich in mineral resources and cultural background; community had not realized the importance of their own possessions. Lack of education had been a barrier for communication. Community could not easily access information in that way, knowledge was under developed. Reports obtained as first hand information on the past history and beauty of the country, were insufficient. Translated work and records of second hand information became the source of the past. Facts were moulded in dissimilar shapes as per the biasness of the writers who penned them.

The issue does not stop here. A good command over language became a weapon for certain people with concealed meaning. The agonies of these conferred desires were in the incent mind. India is a democratic country, but this democratic schedule of the people, by the society and for the people were struggled and manipulated for their own benefits. By using their sugar - coated words and rhetoric abilities, they effectively shortened the dreams of uneducated community. A solid base of language became a key to achievement for a few self - centered politicians. In that way, it is making the common man a prey of their mysterious motives. Their relationship towards their own religion, country, language was exploited. Their emotions were easily prompted towards bizarre actions. Due to the lack of education, the people could not observe the source that triggered their actions. They did not have the ability to believe about its outcome on national growth. Ultimately, the policy of ‘unity in diversity’ was miscomprehended in favour of ‘Divide and Rule’, which had its toll on the national growth.

5.1 Present Situation.

Because of its valuably rich resources the Indian subcontinent had been the victim of frequent conquests in the past. It had been the land of many rulers who added to their worth and values. It affected the educational scenario too. Various languages gripped on the Indian soil. Vedic languages were brought in the nation by the Aryan invaders.

Sanskrit, Sauraseni Prakrit, and then Sauraseni Apabhramsa served as languages until the Muslim invasions in the 13th century. Persian became the court language at the time and it continued as the official language in North India even after the end of Muslim rule. During 17th and 18th centuries, Hindi and Urdu also developed into languages of communication among the various regions of the nation. According to anthropological survey of India in 1980's and 1990's, 75 'Major languages', out of a total of 325 languages, were used in Indian households. The Indian constitution recognized 18 official languages.

English language gained a strong importance in Indian soil due to 300 years of British regime. After the independence, the status of language in education was one of the most crucial and a topic for discussion. Many patriotic people considered 'Hindi' as the national language. They wanted to replace English with Hindi as the language of mass communication. Whereas, English language had already received a stronger foothold in the field of education in India and also globally it had grown to be the common language for communication. It had become an elite prestige symbol and was considered as a sign of intellectuals. Higher education and research work were done through the language of English only. Consequently, prejudiced approach was developed in respecting the status of languages in the Indian educational field. Ultimately, Central Government had to allow the respective State Governments to choose their regional languages and recognized them as the official languages.

By that time, English had become a time-honoured language by the Christian Missionaries, established by the British government. British rulers in India had propagated English language for administrative purposes.

At this stage, various commissions were appointed to analyze the educational scenario. In 1948 Dr. Radhakrishnan commission endorsed the study of federal language in the Devnagari script. English and regional languages were recommended at secondary and university level of education. Three language formula was recommended by the Central Advisory Board of Education (CABE) in 1956, although it was not successful in due course. In spite of various commissions and their recommendations, English language continues to enjoy a significant status in the educational field. At present the use of national language and other regional languages

at higher educational level is gradually increasing. This would help to overcome the difficulty of terminology.

While these arguments about the status of languages were going on, in the constitution, some states were faulted of neglecting linguistic minorities. The right of demanding recognition in the constitution was rarely exercised. This developed an inferiority complex among the minorities and the linguistic majorities felt threatened by the concessions provided to the minorities.

Asia and Pacific Regional Conference on Education adopted the scheme of Education for Human Rights in 1999. It recommended linguistic minorities to impart education with the object of promoting understanding and tolerance among the different ethnic, religious and linguistic sectors.

In the field of science as well as technology, English language plays a major role. Various terminologies in higher studies and research work are scripted in English. This made English language a common language for communication among other universities and the different fields of educations.

Both; the emotional integration committee (1961) and Kothari Commission (1966) tried to restore the situation through their recommendations but unfortunately the prevailing situation was outside their control. States who followed three language formulas considered it as waste of time and power of the students but in some states they started supporting English for their individual and political curiosity. Additionally, several states in India have multi lingual regions. In Punjab, Gurumukhi Hindi and Urdu are spoken. Assamese and Bengali language are spoken in Bihar. Hindi and Urdu are spoken in Utter Pradesh.

Language problem is worldwide and not strange to India alone. Even developed countries witnessed language problems. Therefore, three language formulas were recommended by various commissions for the purpose of integration. The sum and substance of the following commissions viz. Mudliar Commission, B.K.Kher Commission, Dr. Radhakrishnan commission, Kothari commission, Operation of three language formula official languages (Amendment) Bill, Ishwar Bhai Patel

committee, National Policy on Education- Every student should be trained three languages at the secondary stage:

1. A Regional or State Language
2. A Union or National Language
3. A Foreign Language, English

It was felt that this strategy would improve the individual development as well as national growth in the world situation. The said three language method proved to be useful for any kind of integration also.

5.2 Issue related to linguistic impartment of the academic curriculum.

The respondents in the interviews have primarily raised the issue of language and medium of instructions. The issue of language and the various dialectics is very unique to the Country as a whole. There are several dialects spoken in the Marathi vernacular language. The city of Pune being a major cosmopolitan city and concentration of various linguistic diversity raises an important issue of linguistic education. The issue for each stream is different and the major hurdle in the path of addressing the issue is the integration of education system in the 10 + 2 education. There is general apathy in the education and administration of education in the integrated education and there is an all time need for the proper identification and separation of the integration. Then only the chance of dealing with the problem of linguistic diversity can be addressed.

The question of education in the city of Pune and more particularly the integrated education of the 10+2 cannot be properly discussed without referring to its socio-linguistic context. This present research provides background information on the linguistic profile of the adolescent students in the Pune. The term "minorities" in the Indian context, and the protection offered to linguistic minorities is defined in the Indian Constitution. The main issue is whether the integration makes this any simpler, the answer would more appropriately be found in strengthening the 10+2 education by giving the system autonomy and separate existence without the academic, social and administrative secondary and biased treatment.

5.3 Inherent disabilities of the educationist imparting the academic curriculum to the students.

Just like the students, the educationist too come from diverse linguistic backgrounds. The general apathy in the educationists imparting education is also initiated from the difference of education and language. The very system of training and recruitment of the educationists and the teachers employed in the integrated system take a beating when the 10+2 was integrated with the Higher Education. The formative years of the students which are very critical to the development and foundation of the student is disregarded. The separation of integration would be one of the solutions. This would facilitate the training and recruitment of the teachers directly involved in the education of the students. The management of the empowered system of education for the 10+2 would be more focused and specific to address the prowl of linguistic indifference within the educationists. The 10+2 system of education operates at the village, taluka, town, city and metropolitan cities where the regional language is dominant.

The language used by the teacher to teach is the medium of instruction. Teaching the language, or educational content, through the target language increases the amount of exposure the learner gets to it, and the opportunities they have to communicate in it, and therefore to enhance their command over the language. The researcher in the interview observed that there is a general necessity to educate the educators for the proper implementation of medium of instructions. With the linguistic diversity this can be made possible by organizing seminars and conferences. The possibility of the regular refreshers and training also should be explored. For this to become a reality, the empowerment of 10+2 would be necessary.

The medium of instruction is the most important issue in the teaching field. It is very essential that the teacher should have a strong command over the language so that could appeal to the student's mind. After all, the teachers too hail from diversified background. Educationists feel that teachers too should be trained by courses and seminars. Once the teachers develop the confidence in their language, their effort zone widens and they would be able to impart education effectively. When the students become exposed to a particular language more and more, it develops a better foundation. Their communicating abilities improved. To achieve this level in

education, it becomes necessary that the educators should be well equipped with proficiency in the language. Hence, the possibility of regular refreshers and training courses need to be explored.

It is at the primary level where the education of a child begins. Students are exposed to the outer world through their chosen medium of instruction, verbally and visually. Visuals are used to explain the verbal terms. Slowly the sense of perception and comprehension, associated with the language, evolves in the students' mind. Linguistic abilities develop and become a part of their personality. Languages become significant for personality development. Our country, blossoming under multi-layered languages, the choice of medium of instruction and the impact on their development, is a complicated issue.

Instead of discussing about the choice of medium, it would be wiser to if the focus of education is activated towards developing overall personality, with the strong foundation of high values, character and skills. Stages of development at each level is what ultimately matters in the field of education. Language used as the medium of the instruction, is a subordinate concern. Any language can provide comfort zone to the students, if exposed at a very young age. Choice of language would not become an obstacle of educational purposes. As long as there is uniformity in the language used, for imparting education, the adopted methodology would reach its target effectively.

English or any common vernacular language is used from the beginning of a course as the main language in class, and the teacher adapts their methodology to support meaning, by using a lot of visual information and non-verbal communication to support meaning. The question of which medium of instruction to use, and the impact on learners and learning, is a complex one. It is useful to consider how the language used supports the aims of the class. For example, it may fit the aims to give all classroom instructions in English in a low level class, because this is useful exposure to new language and will be learnt, but explaining the methodology behind an activity to the same group might be done in a more effective way if there is uniformity of linguistic medium of instructions.

The problems faced by the administrative staff and the other non-teaching staff are other major concern. Most of these staff members communicate in regional languages as they are not comfortable communicating in English. This might give rise to an inferiority complex because apart from them, everybody else in the school, students, teachers, supervisors, principals, and most of the parents use English language as a medium of communication.

5.4 Suggestions to the issues.

Although India has a lot of diversities in culture and languages, yet it has attained the status of developing country. In the past 67 years or so, there have been innumerous changes in India. It has become culturally interactive and technologically advanced. Instant communication with different parts of the world has made the world very small. Globalization of economy becomes apparent, leading to expansion of country and immigration of people. Its impact is felt in education system too.

Maharashtra's economy too had become globalized affecting in expansion. As a result, the city of Pune became the home land of many industries. Software technologies too spread rapidly, having its base in Pune. This led to a mass immigration to the city of Pune in the past 50 to 60 years. People of different culture, a region and language coordinated under one roof, on a common profession. Interaction among them is the essential source of development, which had a say in the education system as well. Students of different background came under one roof for the purpose of education. It becomes essential for an education system to develop interaction among them, without any bias or prejudices. Successful co-ordination among different races become the backbone of social mobility. No progress could be an one-man show. It is the responsibility of the educators to provide such a system of education which assures a compromise in a diverse society, but without compromising on the quality of education.

We live in a world which is full of diversity. Diversity is evident in people, the environment, and all forms of life. Advancements in technology have made the world seem smaller and increased the interaction between people from different cultures. The Maharashtra's economy has become increasingly globalized, fueling the rapid expansion of immigration to industrialized cities such as Pune over the last 60 years.

Today, in the city of Pune, it is not unusual to find classrooms where three or four different languages and cultures are represented. In order to educate the future generations of our society effectively, the education system must be successful in teaching all children to communicate and interact with people from different backgrounds and with different abilities. In addition to that, if we are to maintain a country where social mobility and opportunity are practical possibilities, educators must find ways to offer an excellent education to all students regardless of their background.

The purpose of this chapter is to discuss several issues related to educating children in a diverse society and at the particular stage of integrated system of Senior and Junior College as is largely followed in the city of Pune. The managerial and administrative issues arising due the linguistic and cultural diversity is advent from the unification of the diversity under one roof of integrated education. This increases the already existing issues of academic and administrative problems faced. During the interviews conducted it is observed that the parents from the different socio-economic strata strive to educate their children without having any linguistic diversity at home. The students from such mono-linguistic background try to adopt entirely into the advanced linguistic educational system. This could be one of the reasons to separate the integrated system so as to strengthen and monopolize the educational system. The educators and the administrators can concentrate on the issues of linguistic shortcomings if the separation and empowerment of the junior section is made at the large scale and through legislative and executive will.

Another purpose of this chapter is to discuss the issues prevalent in the system of education of a diverse society with reference to the study of integrated system of education, followed by the junior and senior colleges in the city of Pune. Combining both junior and senior colleges under common administration, as an integrated system of education gave rise to some academic and administrative problems. Students come from different socio-economic background. Sometimes, the students who were not exposed to any other language other than their own, had to adopt to different linguistic environment. It affects the confidence level, especially in an adolescent age group, this would be a sensitive issue. It is recommended to separate the integrated system so that due attention could be given to junior colleges and short comings could

be sorted out effectively. Separation and empowerment of junior colleges through legislation would help the educators and administrators to focus on the issues of educational development and also to justify the real need of the students.

Ex-Prime Minister of India, Dr. Manmohan Singh once academically commented on the importance of English language. He said that English language had become so vital in Indian soil and it was adopted as another Indian language[23]. With our diversified society, may be, we would make a poor presentation of the language but never the less English has a significant place and our education system should give due priority to English in the curriculum. Those students who arrive at junior college without much of strong base in English could be given remedial teaching. This could be possible, by the empowerment of junior college as a separate institution so that due care could be given on their status of education and to conduct programs of education for the same.

English has been enriched by Indian creativity as well and the country has given us R. K. Narayan, Salman Rushdie, Sudha Murthy, Arundhati Roy, Khushwant Singh, Manohar Malgaonnkar, Vikram Seth and Raja Rao also. The Indian languages have contributed several words to the English language and the amalgamation of all these languages and the usages of English languages probably forced to say that English language is indigenous to India.

The possible solution would be found in the introduction and inculcating the remedial education of English. This treatment for the remedial of the linguistic lacuna would be possible only if there is radical change in the curriculum and the management attitude towards the education of the adolescent youth of the country. Yet again the importance of empowering the 10+2 system of education could be only possible possibility.

5.5 Linguistic Scenario of the Country

India, officially the Republic of India is a country in South Asia. It is the seventh largest country by area, the second most populous country with over 1.21 billion

[23] Address by Priminister Dr. Manmohan Singh in accordance of Hon. Degree from Oxford University, 8 July 2005 London.

people, and the most populous democracy in the world. Bounded by the Indian Ocean on the south, the Arabian Sea on the south-west, and the Bay of Bengal on the south-east, it shares land borders with Pakistan to the west; China, Nepal, Tibet and Bhutan to the north-east and Burma and Bangladesh to the east. In the Indian Ocean, India is in the locality of Sri Lanka and the Maldives; in addition, India's Andaman and Nicobar Islands share a maritime border with Thailand and Indonesia.

The Indian financial system is the world's tenth-largest by nominal GDP and third largest by purchasing power parity (PPP). Following market-based economic reforms in 1991, India became one of the fastest-growing major economies; it is considered as a newly industrialized country. India is a central lawful republic governed under a legislative structure consisting of 29 states and 7 union territories. India is a pluralistic, multilingual and a multi-ethnic society. It is also home to a variety of nature in a diversity of sheltered surroundings.

States in India

India is a federation composed of 29 states and 7 union territories. "All states, as well as the union territories of Pondicherry and the National Capital Territory of Delhi, have elected legislatures and governments, both are patterned on the Westminster model. The remaining five union territories are directly ruled by the centre through appointed administrators. In 1956, under the States Reorganization Act, states were reorganized on a linguistic basis."[24] Since then, their structure has remained largely unchanged. Each state or union territory is further divided into administrative districts. The districts in turn are further divided into tehsils and ultimately into villages.

Official Languages

"The Eighth Schedule to the Indian Constitution contains a list of 22 scheduled languages. When the constitution was enacted, inclusion in this list meant that the language was entitled to the representation on the Official Languages Commission and that the language would be one of the bases that would be drawn upon to enrich

[24] States Reorganization Act, 1956

Hindi, the official language of the Union."[25] The list has since, however, acquired further significance. The Government of India is now under an obligation to take measures for the development of these languages, such that "they grow rapidly in richness and become effective means of communicating modern knowledge."[26] In addition, "a candidate appearing in an examination conducted for public service at a higher level is entitled to use any of these languages as the medium in which he or she answers the paper." [27] Via the 92nd Constitutional amendment 2003, 4 new languages – Bodo, Maithili, Dogri, and Santali – were added to the 8th Schedule of the Indian Constitution.[28] Even though English language is not included in Eighth Schedule (as it is a foreign language), it is one of the official languages of Union of India.

In view of the kind of linguistic scenario in and around the city of Pune the research student opines that it is necessary to keep uniformity of language as a medium of instruction. Probably this will ensure uniform educational growth not only in the metropolitan cities but also throughout the country. Undoubtedly, the preference has to be given to English language as the same is being global and universal language of all the streams; particularly science and allied subjects. There is also a need to change and to make the improvements in the existing official and administrative system which has to be focused on the education of young generation of +2 system of education. It is observed and experienced by the students of integrated Junior Colleges attached to Senior Colleges that most of the administrative staff (especially the office staff) lack the communication skills specially in English. So they also need to be trained. But this is possible only when a separate and autonomous identity is ensured by the government officials and the management representatives.

[25] The Constitution of India, Article 351
[26] Official Languages Resolution, 1968
[27] Ibid
[28] The Constitution of India 1950, 8th Schedule

CHAPTER - 6
DATA ANALYSIS

6.0 Introduction

The researcher has collected data from primary sources. The data collected from different stake holders is classified in three major sections.

1. Junior College Students
2. Junior College Teachers
3. Principal of Integrated Colleges,
   Vice Principal of Junior College, and;
   Supervisor of Junior College

The research student has tried to obtain maximum accuracy from the respondents through the questionnaire. Even the slightest element of bias has been avoided, though there is no method of checking the element of bias through survey checks. Then systematic and objective data analysis has actually led the researcher to the development of processing and analysis also.

For the present study the researcher has used the survey method. The research student has succeeded in collecting the required information for the present study through different sources. Primary data has been collected by applying various sub-methods such as questionnaires, open interviews, and discussions also. For the purpose of analysis of collected data various mathematical and statistical methods are applied. There are frequency distribution, valid and cumulative percentage, the logic of chi-quare and finally chi-square test. The same is enumerated and shown through graphical manner in this chapter. The researcher has not only analysed the processed information through graphs but also applied chi-square test to some of the analysed data to test whether the observed results are in accordance with the hypothetical or expected values.

6.1. Student's Response

Table 6.1.1: Participant's Category

Participant's category	Frequency	Percentage	Valid Percentage	Cumulative Percentage
11th	38	11.9	11.9	11.9
12th	280	88.1	88.1	100.0
Total	318	100.0	100.0	

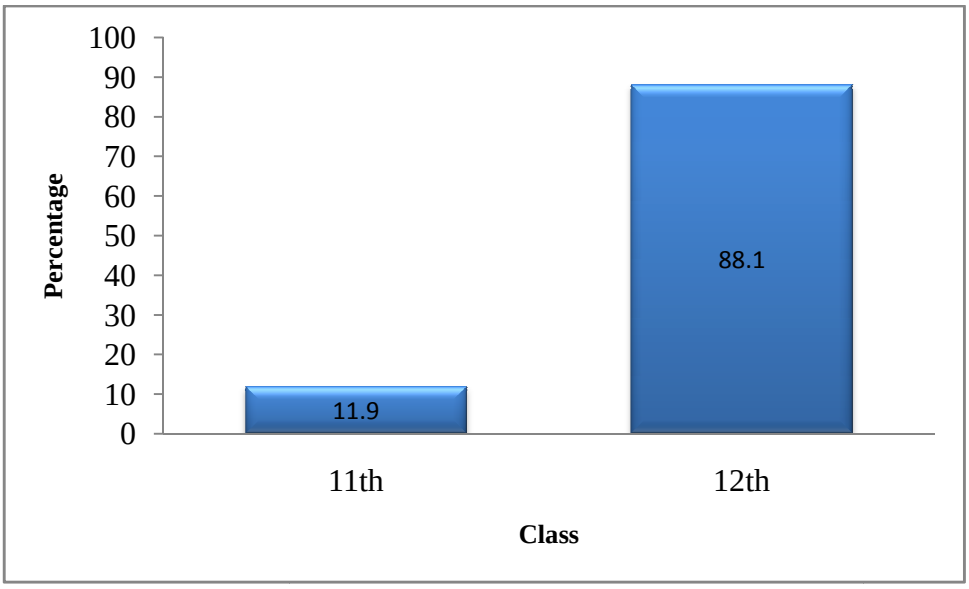


Figure 6.1.1: Participant's Category

Table 6.1.1 indicates that in all there were 318 students who participated in the survey. Majority of the students (88.1%) are from class 12th and there are only 11.9% students from class 11th.

The students who have participated are from std XI as well as std XII. The researcher has collected data from different aided and unaided colleges of the research territory covered under the study.

Table 6.1.2: Type of Disciplines

Type of Disciplines	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Arts	12	3.8	3.8	3.8
Commerce	175	55.0	55.0	58.8
Science	123	38.7	38.7	97.5
Home Science	8	2.5	2.5	100.0
Total	318	100.0	100.0	

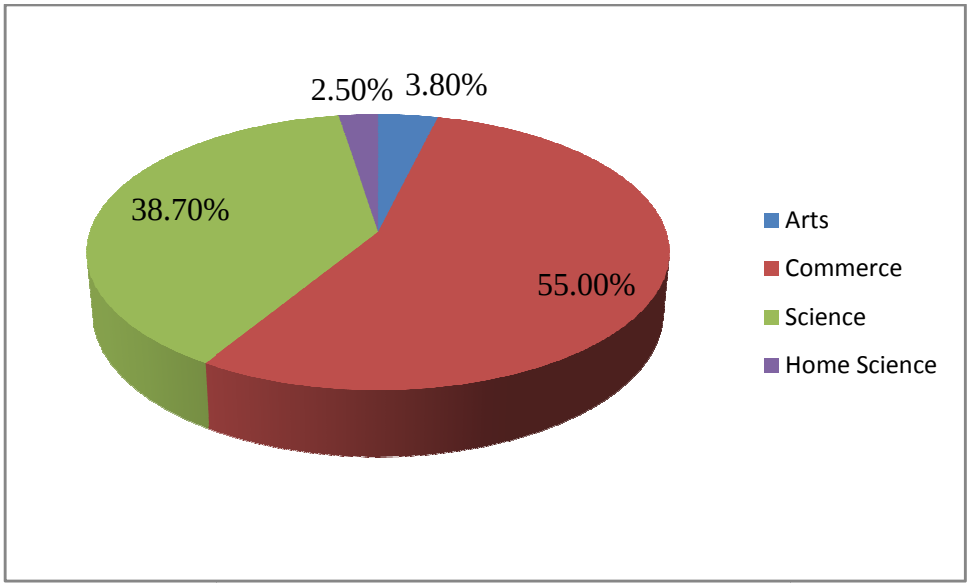


Figure 6.1.2: Type of Disciplines

Table 6.1.2 Indicates that survey participant were spread over four different college streams. It also indicates that highest number of participants were from commerce stream (55%). It was followed by science stream (38.7%). The % of participant from Arts and Home science was very low, only because the population the faculty of Arts stream overall in the territory is basically very less therefore the cumulative percentage of Arts faculty is less than the other faculties.

Table 6.1.3: Participant's College Category

Participant's College Category		Frequency	Percentage	Valid Percentage	Cumulative Percentage
	Male	60	18.9	18.9	18.9
	Female	42	13.2	13.2	32.1
	Co-Ed	216	67.9	67.9	100.0
	Total	318	100.0	100.0	

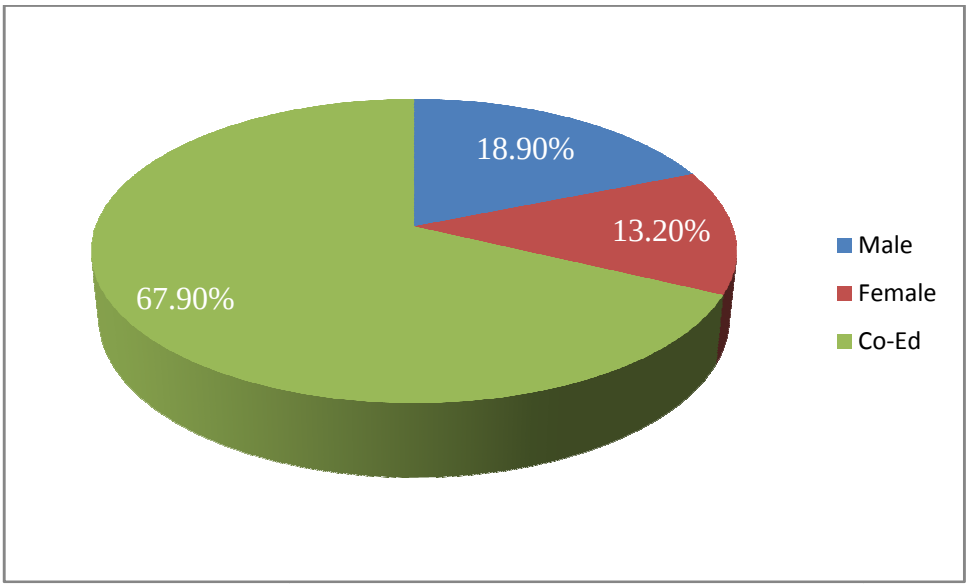


Figure 6.1.3: Participant's College Category

Table 6.1.3 indicates that there are different categories of colleges. The % of co-ed College was highest (67.9%). It was followed by Male College (18.9%). The % of female college is the lowest one (13.2%). The % of Co-ed colleges in Pune city is higher than the other categories.

Table 6.1.4: Participant's College Type

Participant's College Type	Frequency	Percentage	Valid Percent	Cumulative Percent
Aided	276	86.8	86.8	86.8
Unaided	30	9.4	9.4	96.2
Permanently Unaided	12	3.8	3.8	100.0
Total	318	100.0	100.0	

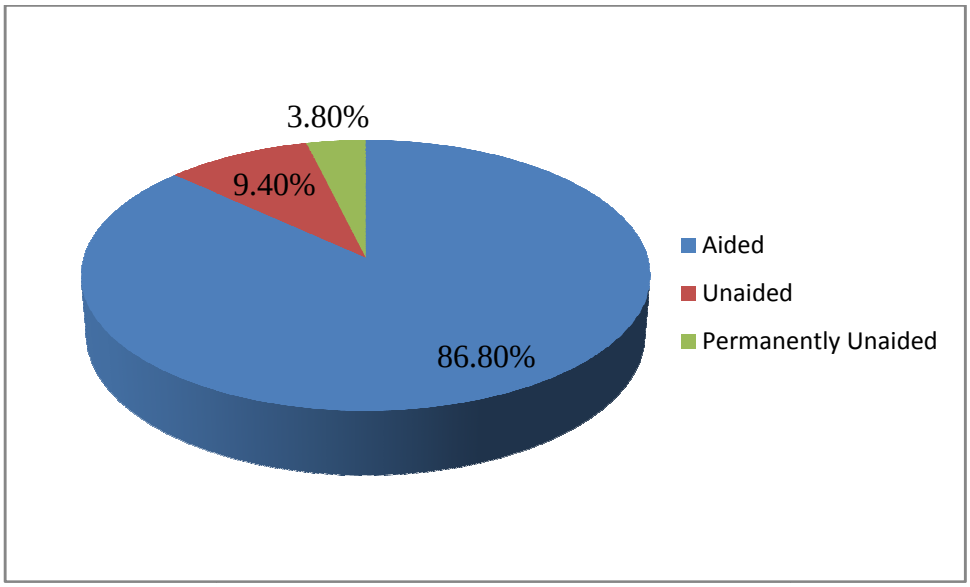


Figure6.1.4: Participant's College Type

Table 6.1.4 indicates that there are three different types of college. Majority of the colleges are aided (86.8%). It was followed by unaided (9.4%) and permanently unaided (3.8%) colleges. The said category has not made any effect or impact in responding to the questionnaire. The researcher could successfully collect the data from this variety. The variation in the college type has made the study impartial.

Table 6.1.5: Participant's Experience at the Time of Admission

Participant's Experience		Frequency	Percent	Valid Percent	Cumulative Percent
	Good	306	96.2	96.2	96.2
	Average	7	2.2	2.2	98.4
	Bad	5	1.6	1.6	100.0
	Total	318	100.0	100.0	

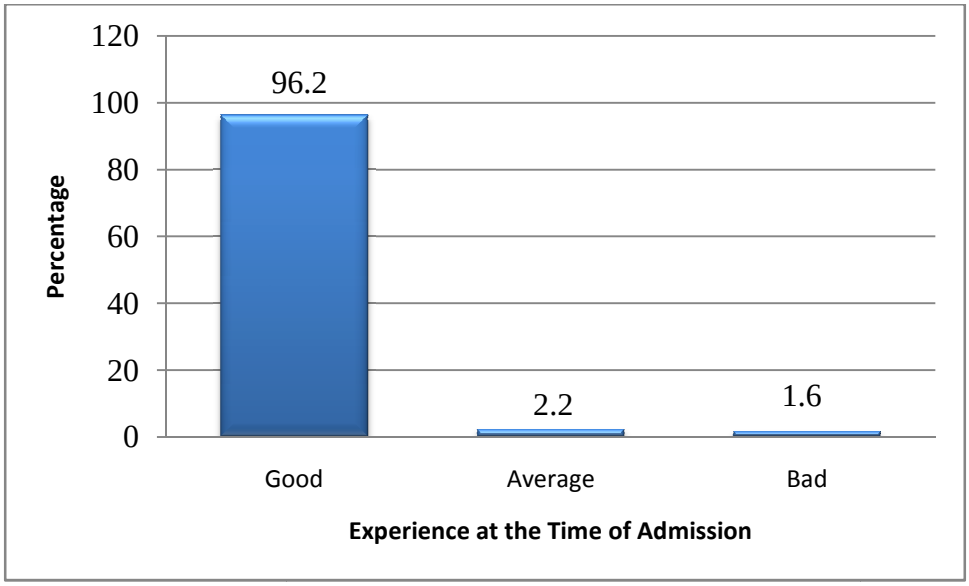


Figure 6.1.5: Participant's Experience at the Time of Admission

Table 6.1.5 indicates that 96% participants had good experience at the time of admission. The % of participants with Average or Bad experience is negligible. This shows that the very good experience of the stakeholders of their std XI admission is with comfort zone, probably because of the system of centralized admission process which otherwise is not experienced at the time of senior college admissions. The system is in existence since 1994-95.

Table 6.1.6: College office Staff Reaction At the Time of Admission

Staff Reaction	Frequency	Percent	Valid Percent	Cumulative Percent
Good	310	97.5	97.5	97.5
Average	8	2.5	2.5	100.0
Total	318	100.0	100.0	

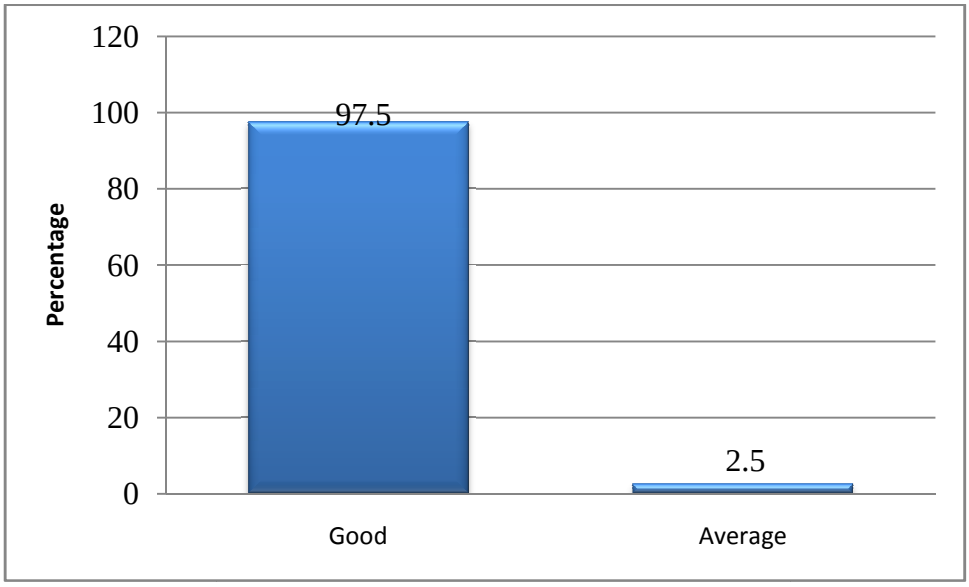


Figure 6.1.6: College office Staff Reaction At the Time of Admission

Table 6.1.6 indicates that 97% staff was supportive at the time of Admission. None of the participant had bad experience with college staff at the time of their std XI admission. This supports the hypothesis that college staff is friendly during the admission process only because majority of the junior college teachers are involved in this process of XI centralized admission process which has been in practice since last 15 years. The junior college teachers are well versed with this process of admission as they are given training every year before the commencement of this process. Junior college students definitely get the benefit of this updated knowledge only because of junior college teachers.

Table 6.1.7: Time Table and Academic Calendar Information

Time Table and Academic Calendar Information	Frequency	Percent	Valid Percent	Cumulative Percent
Internal	306	96.2	96.2	96.2
On My Own	4	1.3	1.3	97.5
External	8	2.5	2.5	100.0
Total	318	100.0	100.0	

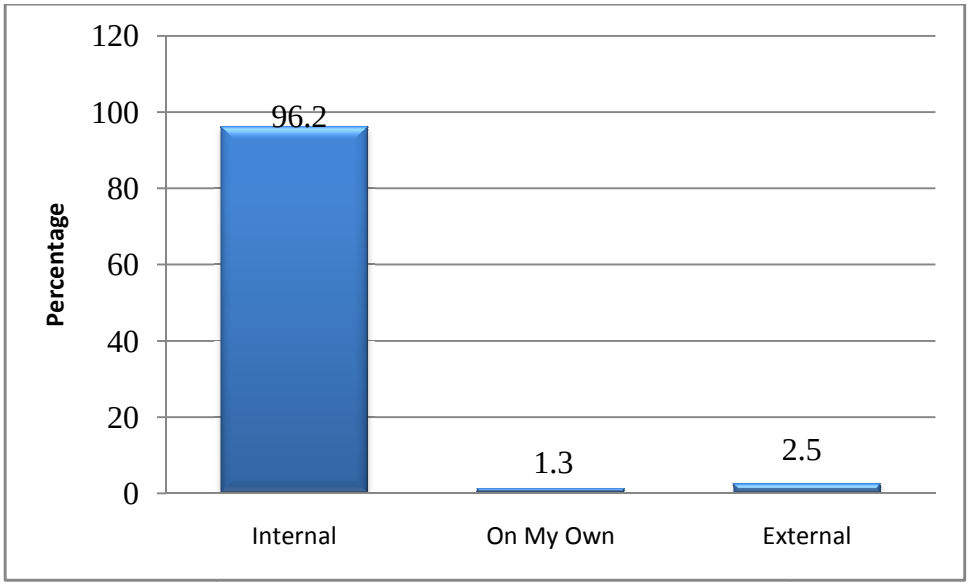


Figure 6.1.7: Time Table and Academic Calendar Information

Table 6.1.7 indicates that there are three different sources of getting time table and academic calendar information. 96.2% student get this information from internal sources and 2.5% student get this information from external sources. Only 1.3% students get this information on their own. The internal sources are the notice boards, announcements in the respective class-rooms from time to time and also system of class-advisor enables the students to get the information from their class teachers. Therefore the % of internal source is much higher.

Table 6.1.8: Sports activity, regular exams and other activity information

Activity information	Frequency	Percent	Valid Percent	Cumulative Percent
Internal	271	85.2	85.2	85.2
On My Own	10	3.1	3.1	88.4
External	37	11.6	11.6	100.0
Total	318	100.0	100.0	

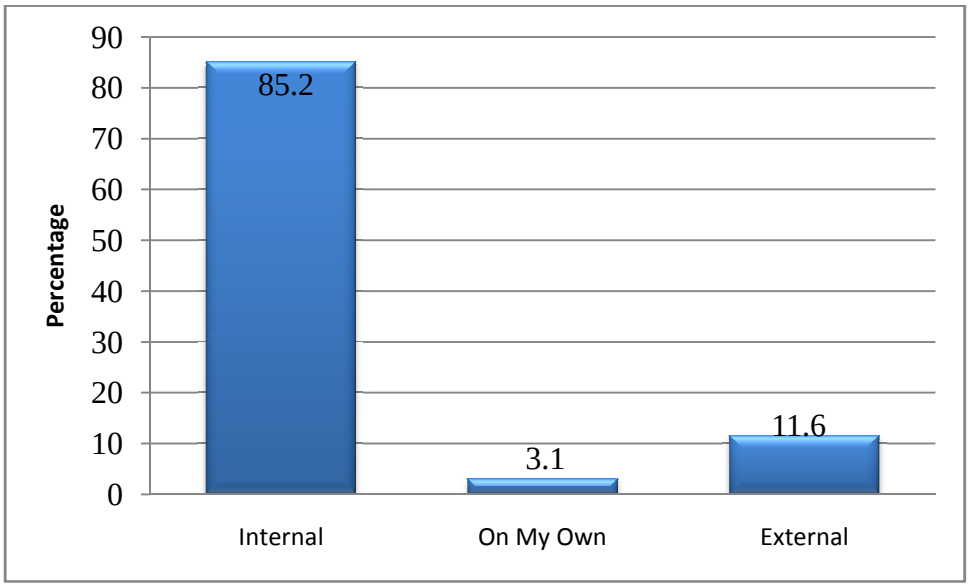


Figure 6.1.8: Sports activity, regular exams and other activity information

Table 6.1.8 indicates that there are three different sources from which Sports, Medical Exam and Other Activities related information is obtained. 85.2% students got this information from internal sources. 11.6% students obtained this information from external sources and only 3.1% students obtained it from external sources.

Table 6.1.9: Centralized Admission Process for Junior College

Centralized Admission Process	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	308	96.9	96.9	96.9
No	10	3.1	3.1	100.0
Total	318	100.0	100.0	

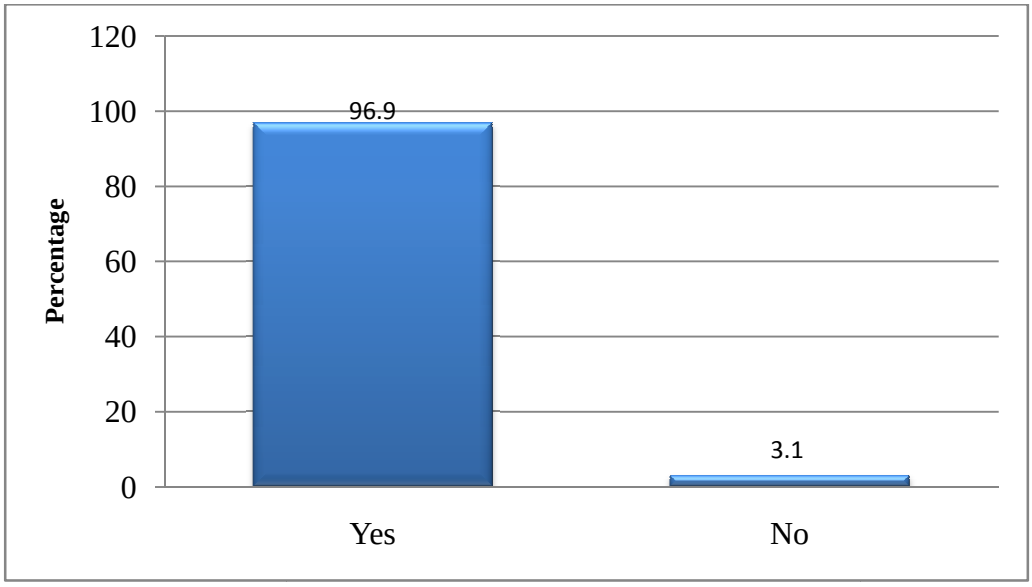


Figure 6.1.9: Centralized Admission Process for Junior College

Table 6.1.9 indicates that 96.9% participants are in favor of Centralized Admission Process. Only 3.1% participants are looking for alternative Admission process. The researcher is the founder member of this centralized admission process for std XI admissions. The system has been experimenting various solutions to the problems of students and therefore it has been widely appreciated by the society and government also. The % shown in the table 6.1.9 is an indication of the success of this system. It is the unique feature of 10+2 system of Education. This centralized process of admission is adopted in very few cities and Pune is the first one to implement it.

Table 6.1.10: Soft Skills and Separate Coaching for Students

Respondents category	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	240	75.5	75.5	75.5
No	76	23.9	23.9	99.4
Can Not Tell	2	.6	.6	100.0
Total	318	100.0	100.0	

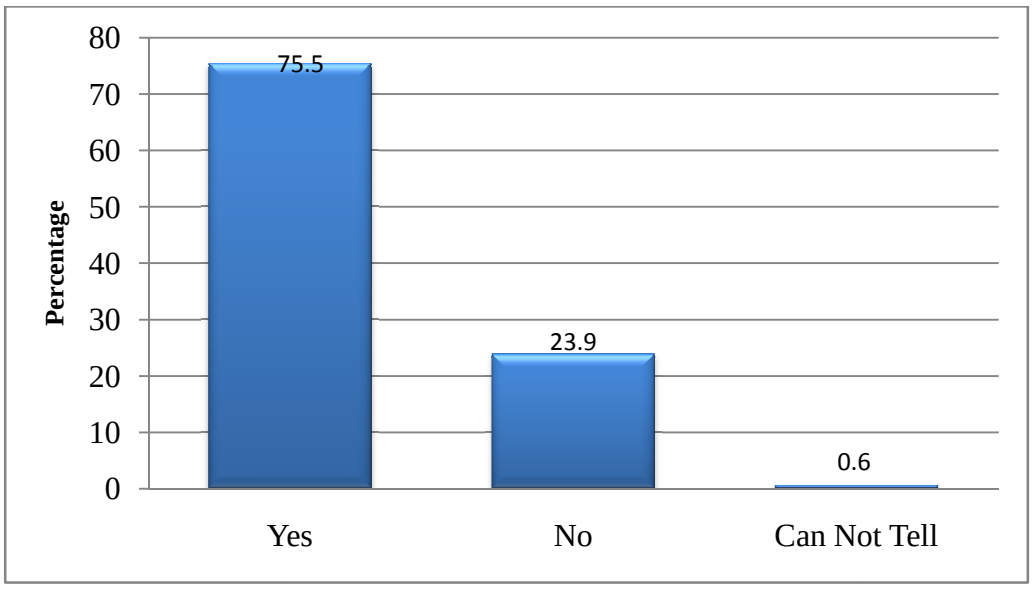


Figure 6.1.10: Soft Skills and Separate Coaching for Scholar Batches

Table 6.1.10 indicates that 75.5% participants expressed their need for soft skills and separate coaching for scholar batches. 23.9% participants are not in favour of the necessity of soft skills and separate coaching for scholar batches. The graph shows the dire need of separate coaching and also the training of soft skills within the college because most of the students and their parents cannot afford the unreasonable fees charged by private coaching classes.

A separate coaching to be given to Junior college students especially for common entrance examination (CET) common proficiency test (CPT) and science Olympiads in the subjects, Physics, Chemistry and Mathematics is not only essential but should be made mandatory to students in their own colleges. Outside coaching has to be stopped.

Table 6.1.11: Awareness about Ragging and Punishment

Awareness about Ragging and Punishment	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	280	88.1	88.1	88.1
No	36	11.3	11.3	99.4
Can Not Tell	2	.6	.6	100.0
Total	318	100.0	100.0	

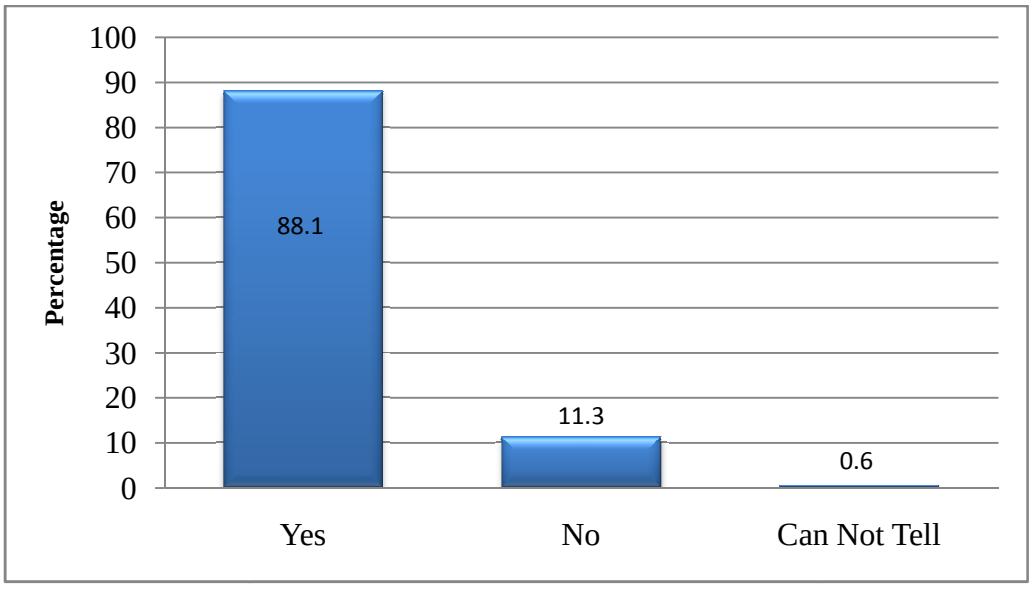


Figure 6.1.11: Awareness about Ragging and Punishment

Table 6.1.11 indicates that 88.1% participants are aware of ragging and subsequently the punishment for ragging where as 11.3% participants are not aware of ragging and punishment too. This is rather amazing to the researcher as to how come the Junior College students are aware of ragging and even the punishments, as the same cannot be expected and anticipated by std XI and std XII students.

Table 6.1.12: Ragging Experience in College

Ragging Experience in College	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	156	49.1	49.1	49.1
No	126	39.6	39.6	88.7
Can Not Tell	36	11.3	11.3	100.0
Total	318	100.0	100.0	

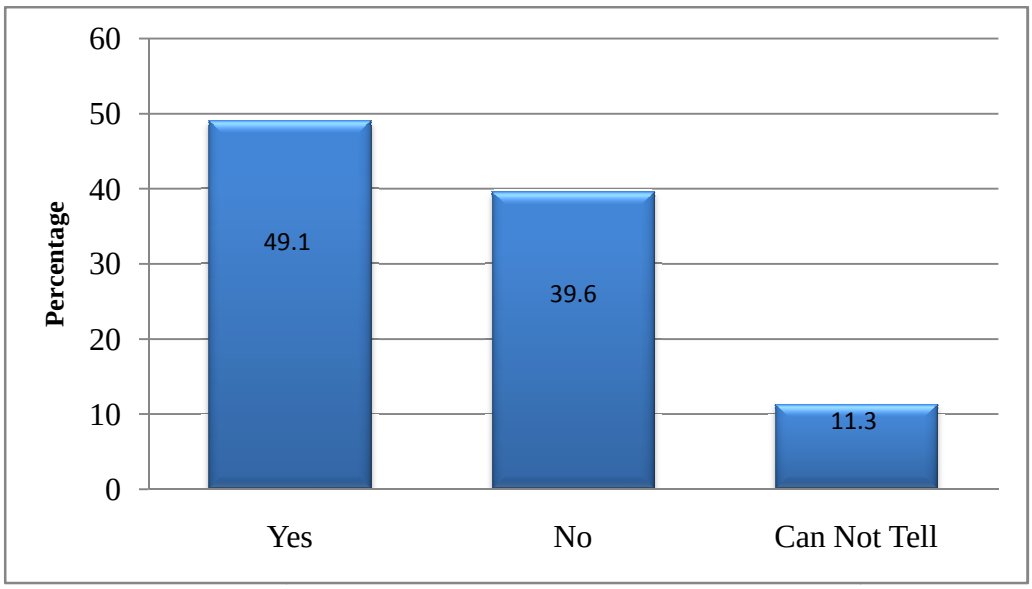


Figure 6.1.12: Ragging Experience in College

Table 6.1.12 indicates that 49.1% participants experienced ragging in college where as 39.6% participants do not have any experience about ragging. 11.3% participants have not expressed any response about ragging. The % of students who experienced ragging is significantly high and there is need to take strict action against ragging. The higher % of ragging indicates the need of independent status to be given to +2 stage. Their adolescence is at stake due to the attachment to senior colleges.

Table 6.1.13: Teacher's interaction with the Students

Teacher's interacted with Students	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	308	96.9	96.9	96.9
No	6	1.9	1.9	98.7
Can Not Tell	4	1.3	1.3	100.0
Total	318	100.0	100.0	

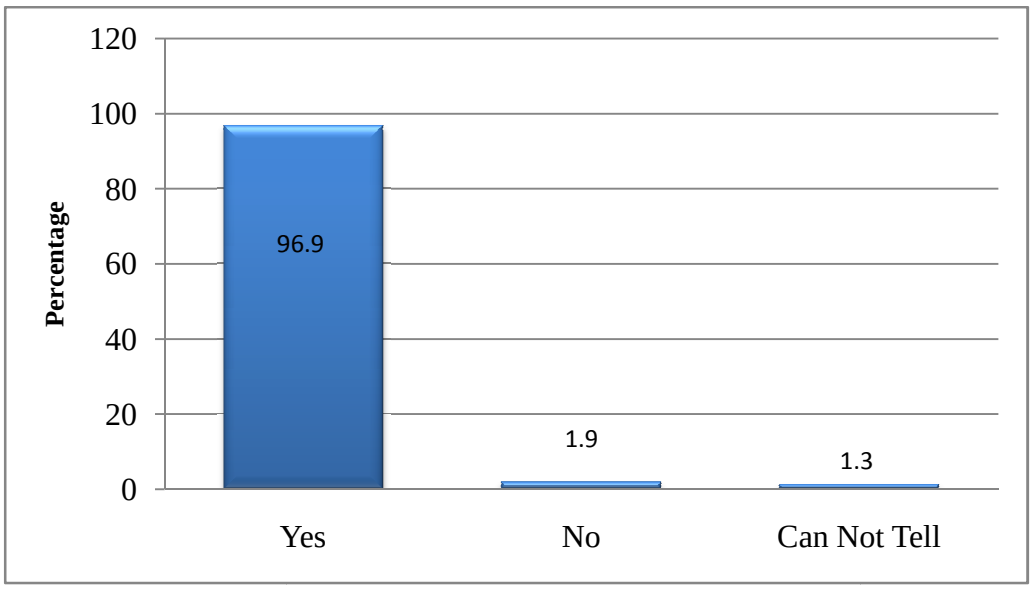


Figure 6.1.13: Teacher's interaction with the Students

Table 6.1.13 indicates that 96.9% students had interacted with Teacher's whereas only 1.9% students did not interact with their teachers. It is a very good sign of the academic progress of the students. The less % of teacher's interaction with the students may be due to hesitation or fearfulness of the students.

Table 6.1.14: Problems faced by students during lecturers, practical's etc

Opinion	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	114	35.8	35.8	35.8
No	202	63.5	63.5	99.4
Can Not Tell	2	.6	.6	100.0
Total	318	100.0	100.0	

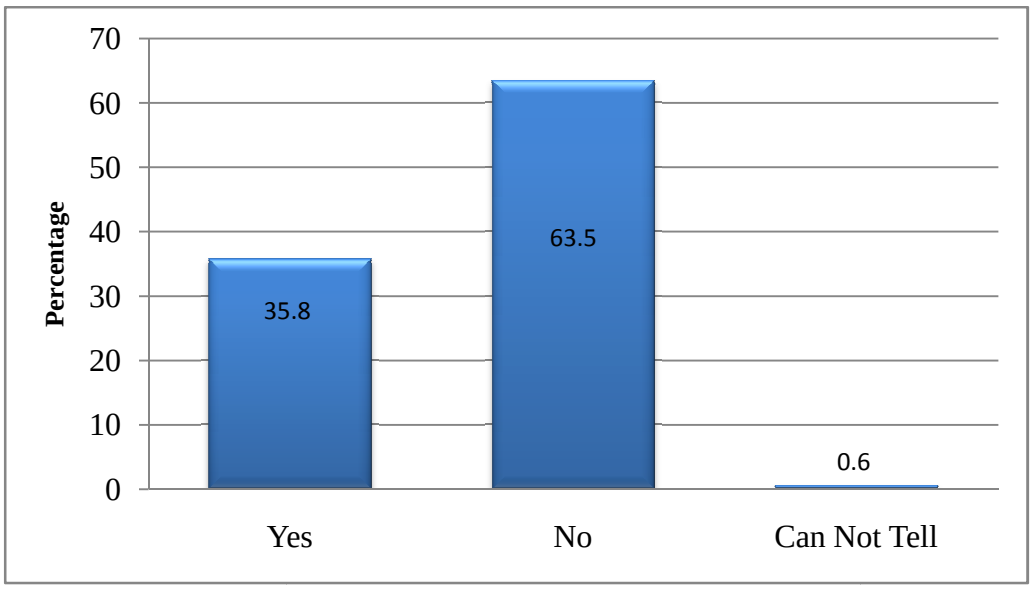


Figure 6.1.14 Problems faced by students during lecturers, practical's etc

Table 6.1.14 indicates that majority of the students (63.52%) did not face any problem in classes during lectures or practicals where as 35.85% student faced some problems in class. Since the number of students who faced problems and needed help is significantly high it means that there is a need to categorize these problems and decide to create different mechanism to solve this problems. The system of class advisor, meetings with the class representatives, parent - teacher association can be simple solutions to solve these problems.

Table 6.1.15: Whether studied in same institution prior to XI standard admission

Opinion	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	98	30.8	30.8	30.8
No	216	67.9	67.9	98.7
Can Not Tell	4	1.3	1.3	100.0
Total	318	100.0	100.0	

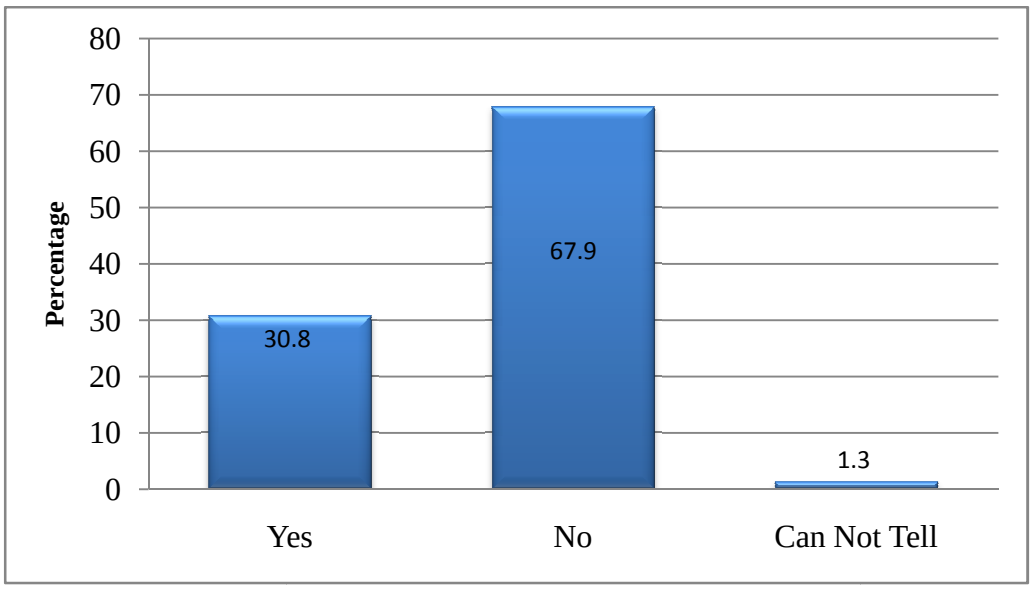


Figure 6.1.15: Whether in same institution prior to XI standard admission

Table 1.15 indicates that majority of the students (67.92%) were studying in other schools or institutions whereas (30.80%) students were from the same institute prior to their std Xi admission only because there is 20% in house quota for std XI admissions to the students studying in the same institute till std X or prior to std XI admission.

Table 6.1.16: Preference of attaching Junior College either to School or to Senior College

Preference of attaching Junior College to School or Senior College	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	121	38.1	38.1	38.1
No	172	54.1	54.1	92.1
Can Not Tell	25	7.9	7.9	100.0
Total	318	100.0	100.0	

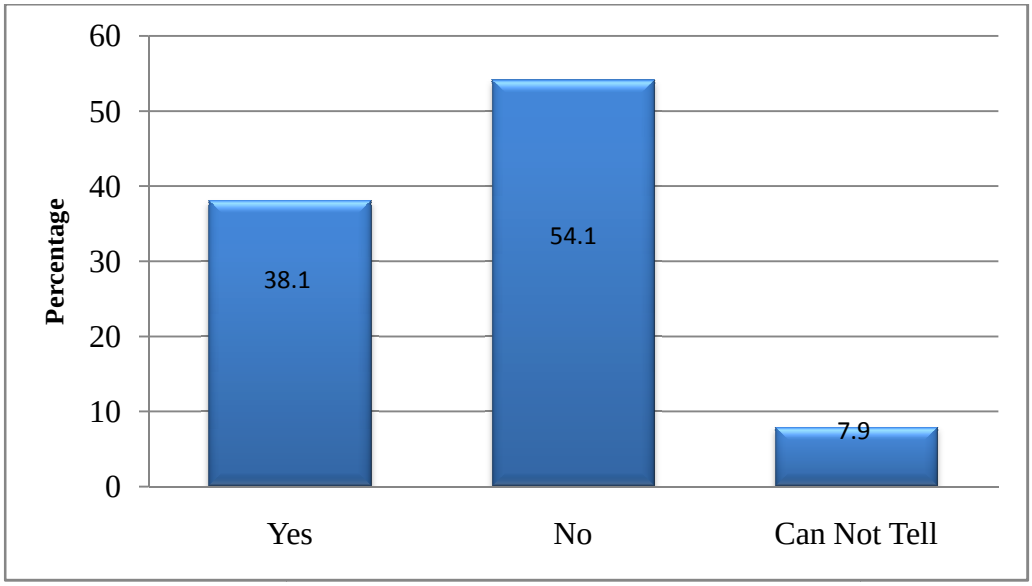


Figure 6.1.16: Preference of attaching Junior College either to School or to Senior College

Table 6.1.16 indicates majority of the students indicated that Junior college should not be attached to School or to Senior Colleges. The reasons for the same are summarized below.

Since most of the stakeholders of this category have opined that there is a need of the disintegration of +2 from senior college. The student's approach of separation from integrated colleges is evident and hence it should be fairly considered on administrative grounds.

Table 6.1.17: Access to various college facilities

Access to various College Facilities	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	286	89.9	89.9	89.9
No	28	8.8	8.8	98.7
Can Not Tell	4	1.3	1.3	100.0
Total	318	100.0	100.0	

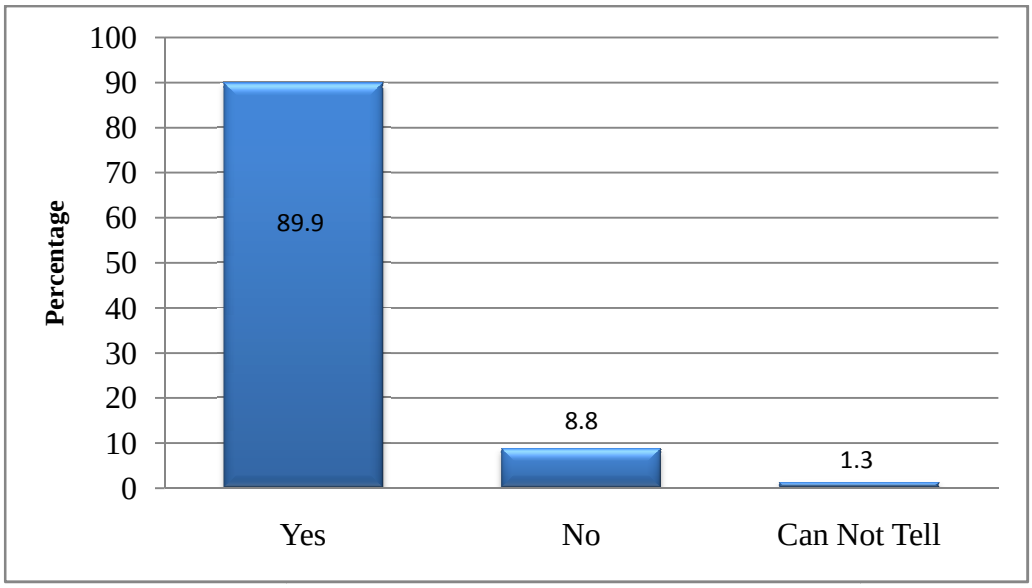


Figure 6.1.17: Access to College Facilities

Table 6.1.17 indicates that 89.9% students have access to college facilities. Only 8.8% students do not have access to college facilities. The same accessibility can be provided to 10+2 students by disintegrating the junior colleges under the independent administration.

6.2. Teacher's Response

Table 6.2.1 College Category

College Category	Frequency	Percent	Valid Percent	Cumulative Percent
Male	24	9.5	9.5	9.5
Female	15	5.9	5.9	15.4
Co-ed	214	84.6	84.6	100.0
Total	253	100.0	100.0	

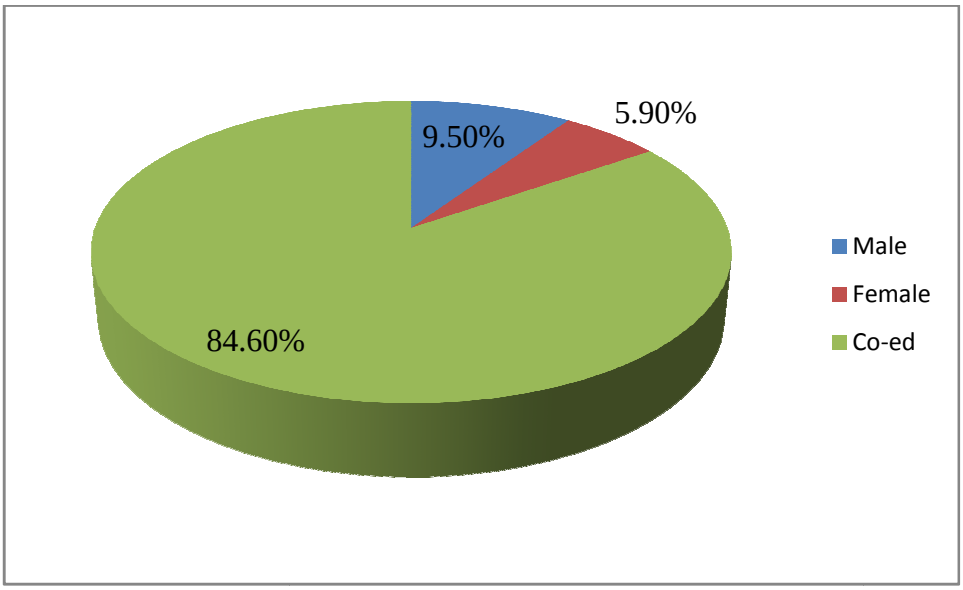


Figure 6.2.1 College Category

Table 6.2.1 indicates that participants from the survey are from 3 different types of colleges. Majority of the participants (84.60%) are from co-ed colleges and It is followed by Male (9.50%) and Female (5.90%)

Table 6.2.2 Type of Management

Type of Management	Frequency	Percent	Valid Percent	Cumulative Percent
Private	178	70.4	70.4	70.4
Semi Private	35	13.8	13.8	84.2
Government	29	11.5	11.5	95.7
Minority	11	4.3	4.3	100.0
Total	253	100.0	100.0	

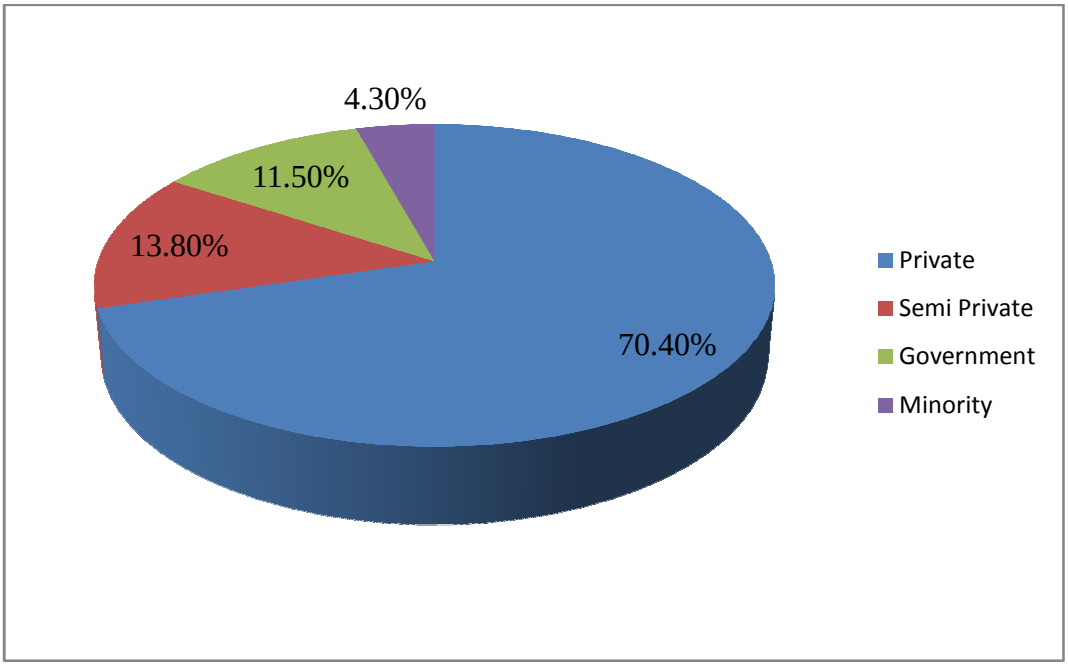


Figure 6.2.2 Type of Management

Table 6.2.2 indicates that Participant's college management is of 4 different types. Majority of the participant's colleges (70.36%) belong to private management. It is followed by Semi Private (13.83%) and Government (11.46%). Only 4.30% participant's college has minority management.

Table 6.2.3 Type of Colleges

Type of College		Frequency	Percent	Valid Percent	Cumulative Percent
	Aided	232	91.7	91.7	91.7
	Unaided	21	8.3	8.3	100.0
	Total	253	100.0	100.0	

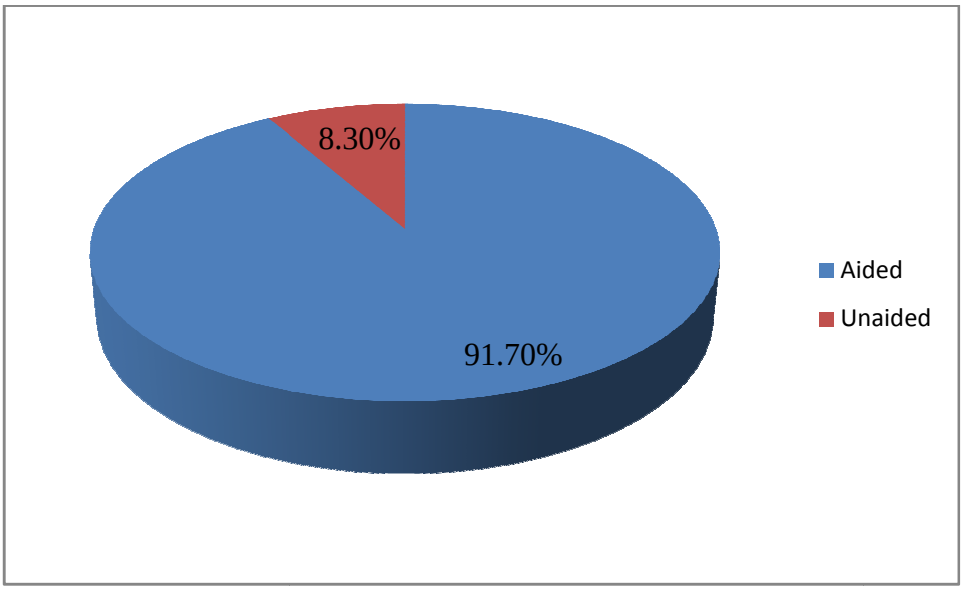


Figure 6.2.3 Type of College

Table 6.2.3 indicates that 91.70% participants are from aided colleges whereas only 8.30% participants are from unaided colleges. There is negligible percentage of permanently unaided colleges therefore the same has not been shown in the graph.

Table 6.2.4 Length of Service (Junior College Teachers)

Length of Service	Frequency	Percent	Valid Percent	Cumulative Percent
1 to 5 Years	110	43.5	43.5	43.5
6 to 10 Years	26	10.3	10.3	53.8
11 to 15 Years	28	11.1	11.1	64.8
16 to 20 Years	12	4.7	4.7	69.6
> 20 Years	77	30.4	30.4	100.0
Total	253	100.0	100.0	

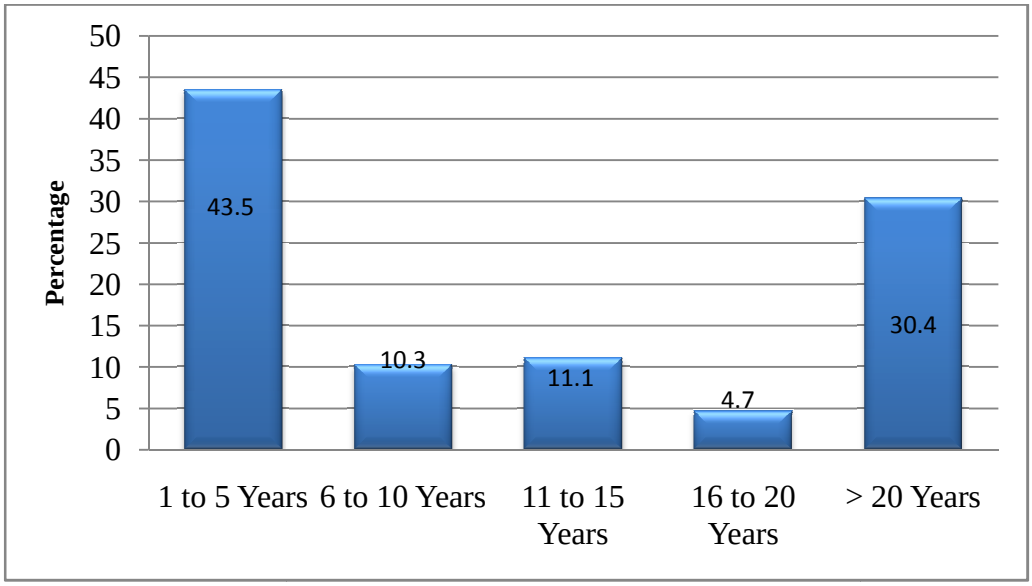


Figure 6.2.4 Length of Service

Table 6.2.4 indicates that participant's length of service is categorized into 4 groups. 43.5% participants are between 1 o 5 Years and more than 20 years (30.40%). There are approximately equal number of participant in the group 6 to 10 years and 11 to 15 years. There are lowest numbers of participants from 16 to 20 years group. The researcher has contacted the teachers belonging to all the age groups mentioned above. The graph shows the ascending % of the age group. The researcher has taken

care to meet the teachers of all the age groups in order to get exact feedback of the topic under the study.

The length of service is very important criteria which ranges from the initiation of service to the maximum of >20 years.

The researcher intentionally makes it a point to meet all experienced and most experienced teachers to know their views on the topic for the study. But it is quite evident from the graph the newly recruited and having the experience between one and five years of participants are more than the other age groups.

Table 6.2.5 Age of Participants

	Age	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25 to 30 Years	45	17.8	17.8	17.8
	31 to 35 Years	68	26.9	26.9	44.7
	36 to 40 Years	33	13.0	13.0	57.7
	41 to 50 Years	67	26.5	26.5	84.2
	> 50 Years	40	15.8	15.8	100.0
	Total	253	100.0	100.0	

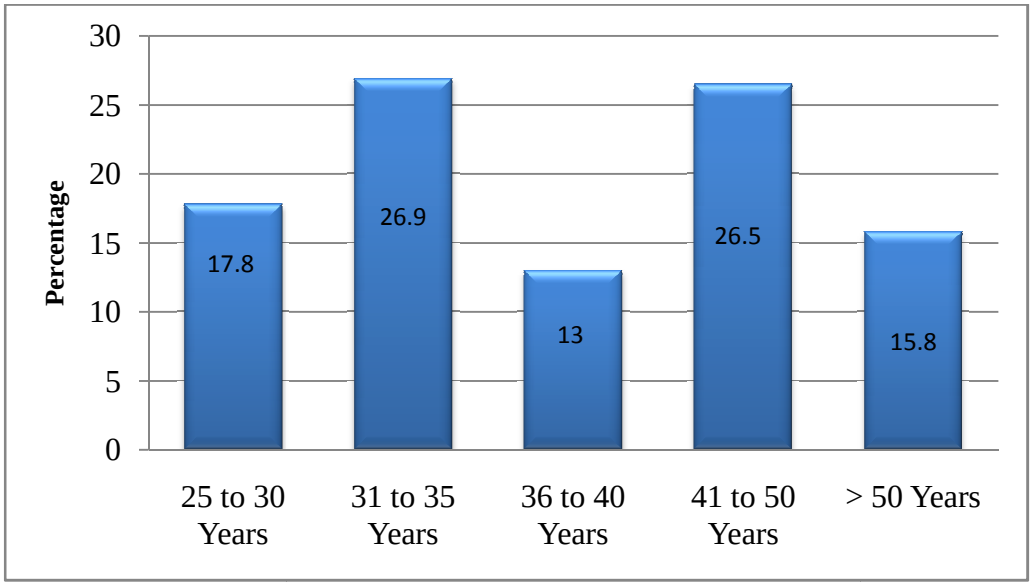


Figure 6.2.5 Age of Participants

Table 6.2.5 indicates that there are 5 different age groups of participants. The highest numbers of participants are from 31 to 35 years (26.9%) and 41 to 50 years (26.5%). It is followed by 25 to 30 Years (17.8%) and > 50 Years (15.8%). There are lowest numbers of participants from the age group 36 to 40 Years (13%).

Table 6.2.6 Need for Quality Monitoring Mechanism for college / government

Need for Quality Monitoring Mechanism	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	248	98.0	98.0	98.0
No	3	1.2	1.2	99.2
Can Not Tell	2	.8	.8	100.0
Total	253	100.0	100.0	

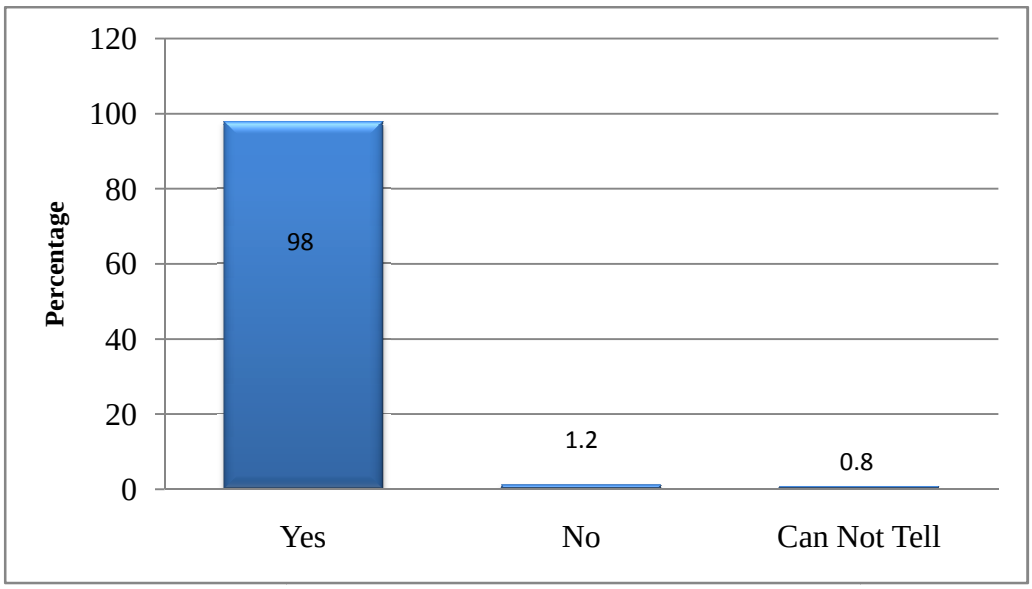


Figure 6.2.6 Need for Quality Monitoring Mechanism for college / government

Table 6.2.6 indicates those 98% participants are in agreement with the need of quality monitoring mechanism in the present system of education. The highest % on this issue shows the dire need of quality monitoring mechanism.

Table 6.2.7 Non Salary Grant Can Reduce Imbalance between Jr. and Sr. college Staff

Stakeholders	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	194	76.7	76.7	76.7
No	25	9.9	9.9	86.6
Can Not Tell	34	13.4	13.4	100.0
Total	253	100.0	100.0	

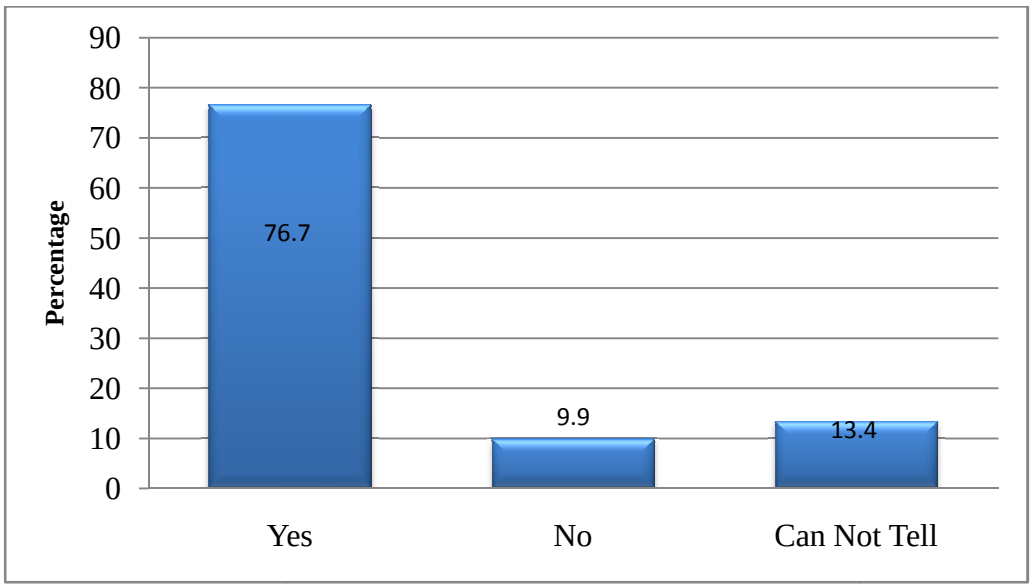


Figure 6.2.7 Non Salary Grant Can Reduce Imbalance between Jr. and Sr. college Staff

Table 6.2.7 indicates that 76.7% participants feel that Non Salary Grants can reduce the imbalance between junior college and senior college staff whereas 9.9% feel that non salary grant will not have any effect on imbalance between both the staff members. Unfortunately there is no provision of non-salary grant to be given to +2 stage. This is the saddest mockery of the prevalent system of education. Formally there was a mechanism to give some kind of amount depending on the number of divisions but it was subject to audit of junior colleges. This can be another very good subject for the research as to how many of Junior Colleges received this kind of the non - salary grant from the state government.

Table 6.2.8 Need to increase Authority of Vice Principal/Supervisor

Stakeholders Response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	208	82.2	82.2	82.2
No	43	17.0	17.0	99.2
Can Not Tell	2	.8	.8	100.0
Total	253	100.0	100.0	

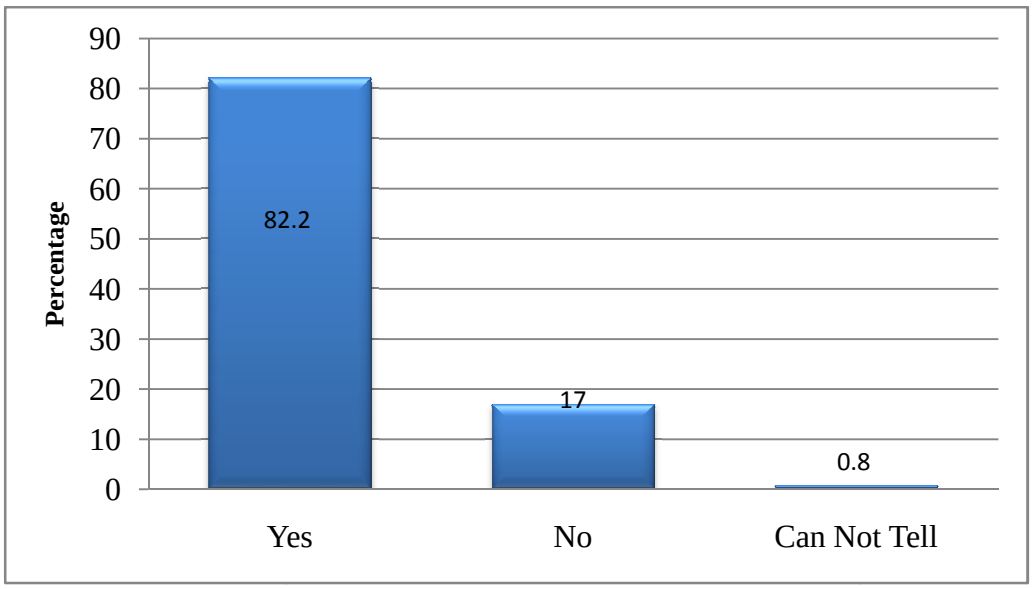


Figure 6.2.8 Need to increase Authority of Vice Principal/Supervisor

Table 6.2.8 Indicates that 82.2% participant feel that Authority of Vice Principal and Supervisor should be increased whereas 17% participants feel that there is no need to increase authority of vice principal and supervisor. Stakeholders response with the maximum percentage shows the need to increase the authority of vice-principal and supervisor. But the same question is being asked to another category of stakeholders viz. Principal of integrated junior colleges who has also consented the need to increase the authority of Vice- Principal. The % of teachers on this issue is 82.2 and the % of the other category i.e. Principal is 75.38 which shows that the important stakeholder has also favored this issue positively.

Table 6.2.9 Segregation of Integrated Junior College and Senior College could function more efficiently

Stakeholders response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	202	79.8	79.8	79.8
No	43	17.0	17.0	96.8
Can Not Tell	8	3.2	3.2	100.0
Total	253	100.0	100.0	

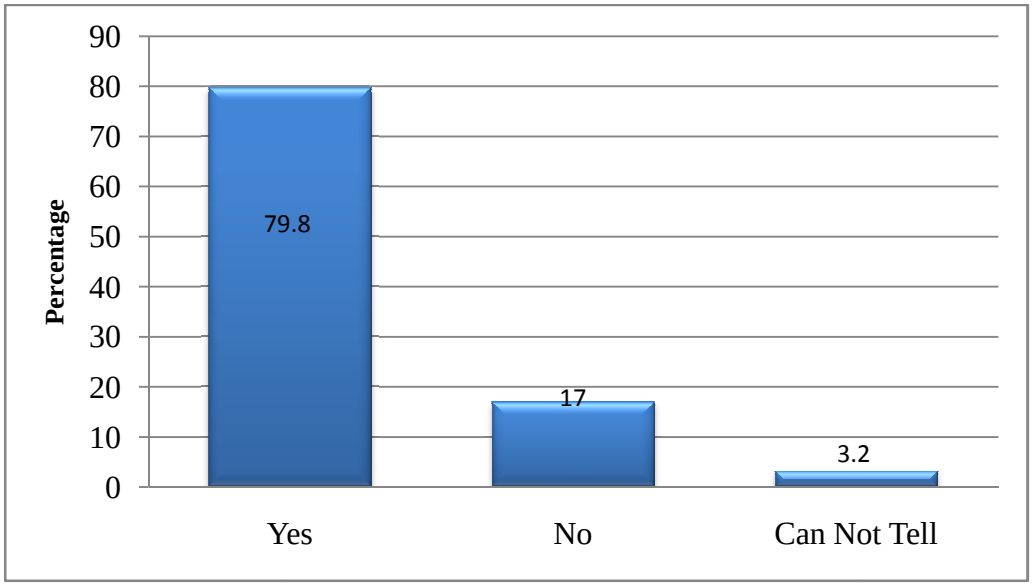


Figure 6.2.9 Segregation of Integrated Junior College and Senior College could function more efficiently

Table 6.2.9 indicates that 79.8% participants are of the opinion that segregation of integrated junior College and Senior College could function more efficiently. The higher % shows the necessity of disintegration. Others not favouring the issue is comparatively negligible. The said disintegration is also favored by the university resolution approved in the senate meeting of Savitribai Phule Pune University.

This resolution is an eye opener not only to state government but also to those concerned who had been constantly opposing this detachment of Junior Colleges from Senior Colleges.

Table 6.2.10 Necessity to Introduce Representation of the Junior College on University

Stakeholders response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	180	71.1	71.1	71.1
No	55	21.7	21.7	92.9
Can Not Tell	18	7.1	7.1	100.0
Total	253	100.0	100.0	

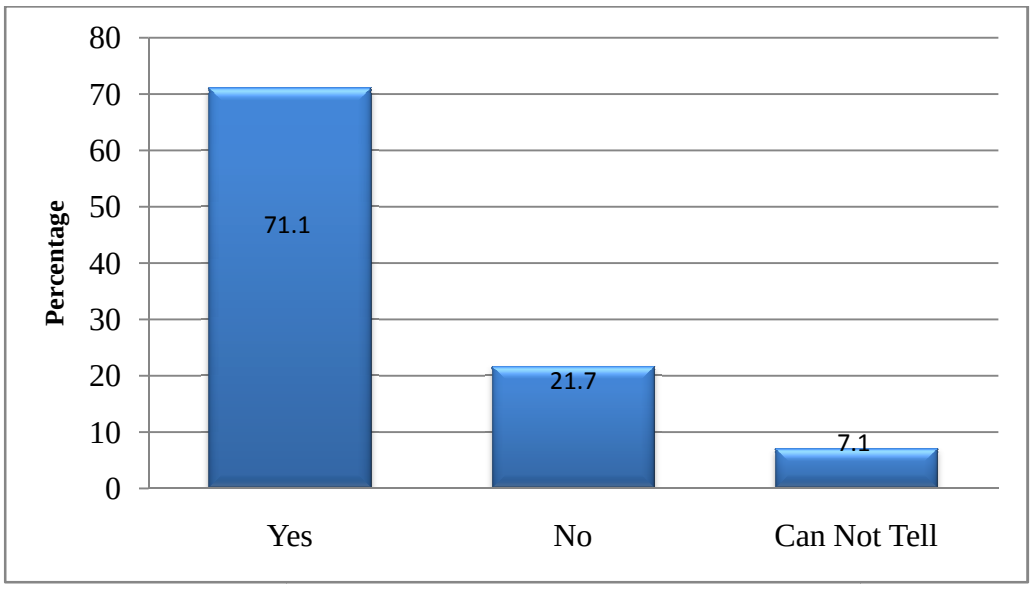


Figure 6.2.10 Necessity to Introduce Representation of the Junior College on University

Table 6.2.10 indicates that 71.15% of participants feel the need of the representation of junior college teachers to the senate of Pune university where as 21.7% do not feel the need of representation on University. As per the norms of the Maharashtra state Secondary and Higher Secondary Boards regulation, 1977 one member is to be nominated by the Academic Council of each university to the executive council of the Maharashtra State Board of higher Secondary Education but in turn there is no provision to have the representation of junior colleges to the respective universities neither on senate nor to the academic council. This shows the partial and biased attitude of the integrated senior colleges towards 10+2 system of education.

Table 6.2.11 Lacuna in Disciplinary Rules and Regulations

Lacuna in Disciplinary Rules and Regulations	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	153	60.5	60.5	60.5
No	83	32.8	32.8	93.3
Can Not Tell	17	6.7	6.7	100.0
Total	253	100.0	100.0	

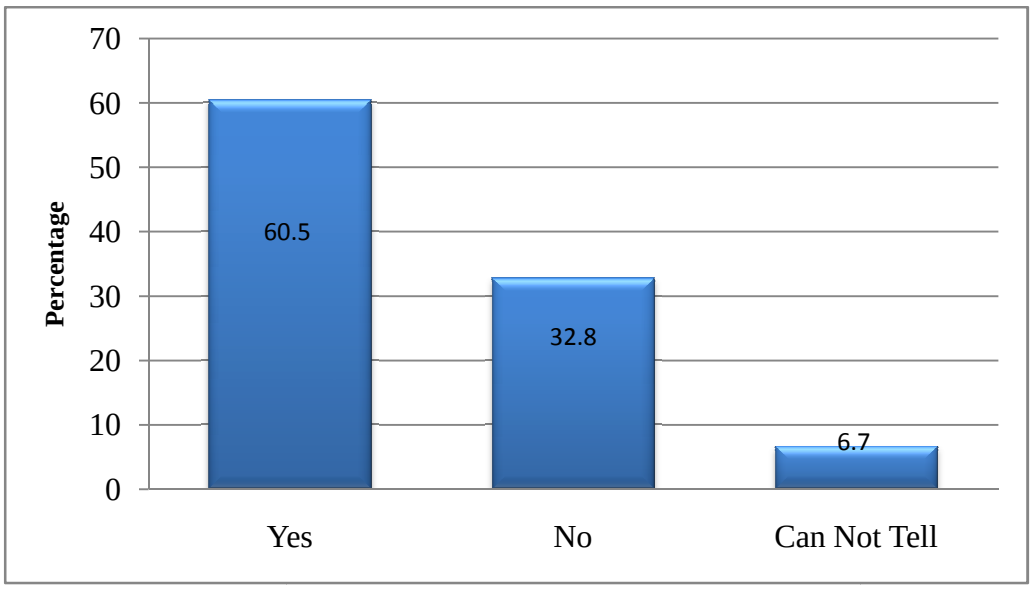


Figure 6.2.11 Lacuna in Disciplinary Rules and Regulations

Table 6.2.11 indicates that 60.5% are in agreement with the fact that there is lacuna in Disciplinary rules and regulations where as 32.8% participants feel that there is no lacuna in disciplinary rules and regulations. The rules and regulations for the secondary and higher secondary section are same and similar. However there is a need of the 'change' in the prevalent rules and the same can be done only when the existing rules are bi-furcated and new rules are separately pharmed for the +2 stage. The positive approach of the stakeholders shown in the graph indicates the change for betterment of +2 system of education.

Table 6.2.12 The Centralized Admission Process for Junior College is Far More Systematic than Senior College

Respondent's Pole	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	211	83.4	83.4	83.4
No	30	11.9	11.9	95.3
Can Not Tell	12	4.7	4.7	100.0
Total	253	100.0	100.0	

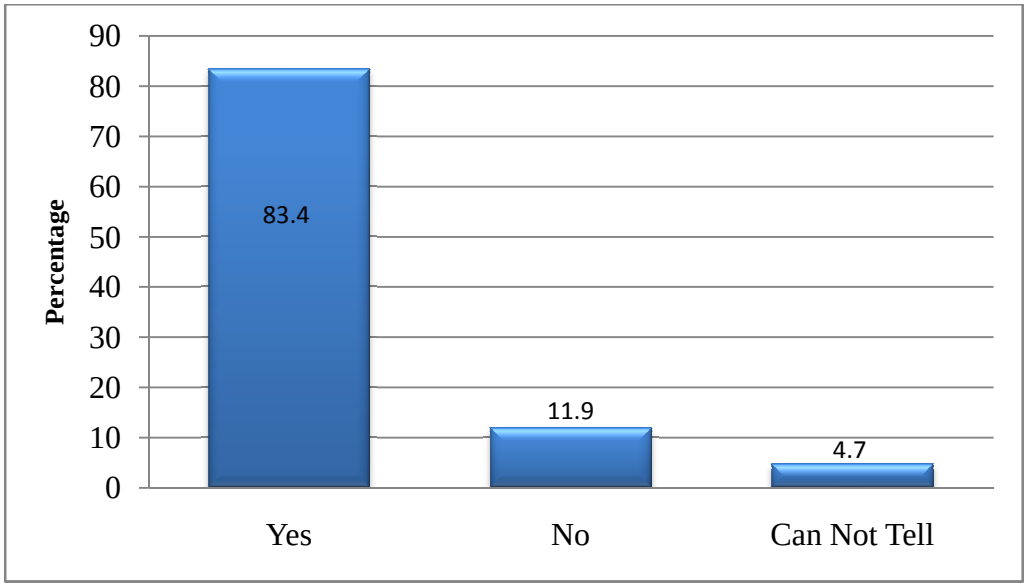


Figure 6.2.12 The Centralized Admission Process for Junior College is Far More Systematic than Senior College

Table 6.2.12 indicates that 83.40% participants feel that Centralized Admission Process of Junior College is far more systematic than senior college. The researcher is proud of being a part of the centralized system for std XI admission. Every year the new useful concepts are implemented from time to time. There had not been any controversies or hot debates on his system. The Govt. of Maharashtra appreciated the honest efforts of the committee as they are always in the interest of the students and society at large. The researcher is founder member of this committee when the then

Dy. Dir. of Education, Pune region, Nanasaheb Mane initiated and introduced this system. There is no similar system available for the senior colleges. The said system is very convenient and economical. Therefore 83.4% stakeholders have given favorable response to the issue related with the problem under study. Another category of stakeholders viz. ‘students’ have also favored this system of centralized admission and same is enumerated in table no.6.1.5, where in 96.2% participants (viz. students) have shown their positive experience at the time of std. XI centralized Admission Process.

Table 6.2.13 Problem of Surplus Staff from Diverse Background

Stakeholders Response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	178	70.4	70.4	70.4
No	39	15.4	15.4	85.8
Can Not Tell	36	14.2	14.2	100.0
Total	253	100.0	100.0	

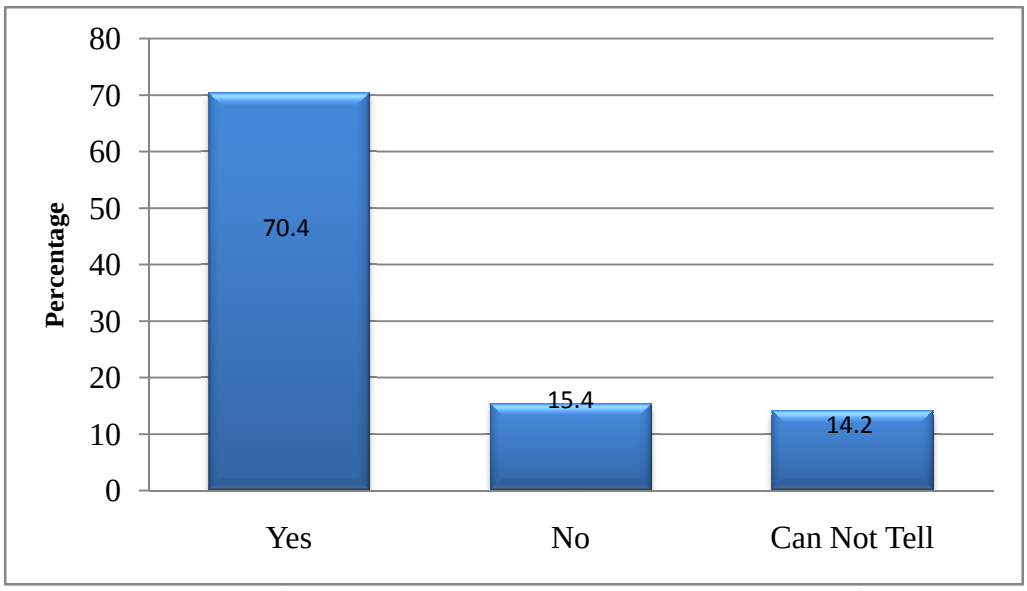


Figure 6.2.13 Problem of Surplus Staff from Diverse Background

Table 6.2.13 indicates that most of the participants (70.36%) are in agreement with the problem of surplus staff from diverse background. In fact the problem of surplus staff is not very important or serious issue as compared to other administrative problems. However the stakeholders positive response signals the future dangers only because some teachers at +2 stage from different faculties are likely to be accommodated in city colleges due to being surplus and then they may face the music as being branded as 'rural' and subsequently the problem of their medium of instruction, also which is Marathi.

Table 6.2.14Requirement of Soft Skill and Separate Coaching

Stakeholders Response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	232	91.7	91.7	91.7
No	13	5.1	5.1	96.8
Can Not Tell	8	3.2	3.2	100.0
Total	253	100.0	100.0	

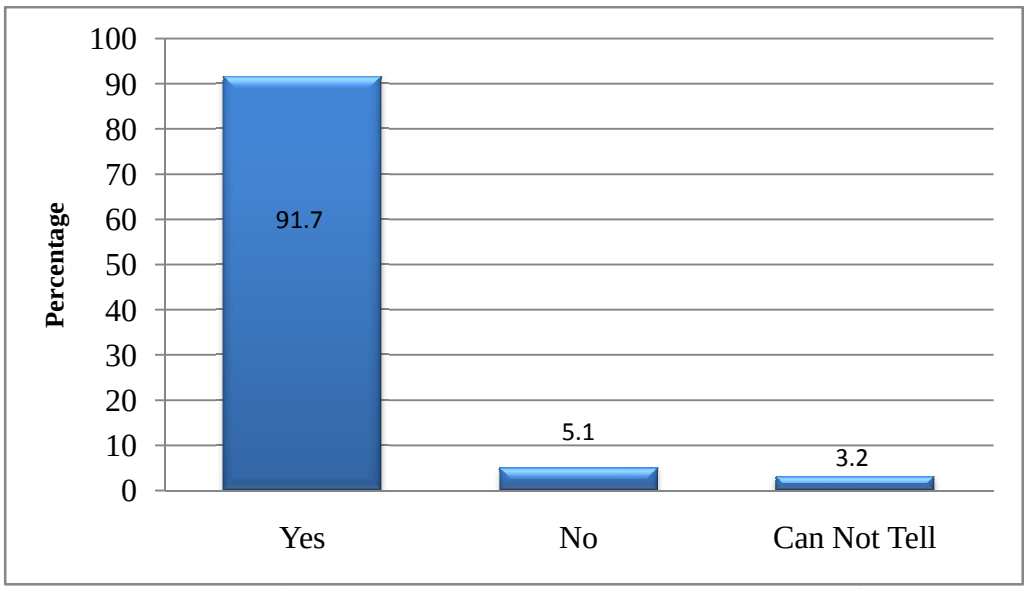


Figure 6.2.14 Requirement of Soft Skill and Separate Coaching

Table 6.2.14 indicates that 91.70% participants expressed the requirement of soft skills and separate coaching. Junior college teachers are 'forced' to undergo the training twice in their entire service tenure, once after the completion of 12 years which is called as in service training and secondly after 24 years (i.e. senior scale). Besides this there are no opportunities to junior college teachers as senior college teachers have e.g. refresher course, study leave, research facilities etc. The adolescent age of +2 students really need the education and training of multi-purpose soft skills provided it is given to the junior college teachers. Separate coaching for different entrance tests (CET, CPT, Olympiads, Inspire) needs to be given to Junior college teachers. The most deserving student belonging to below poverty line is definitely

deprived from such coaching facility only because such student cannot afford the fees outside the college class rooms. If such training and coaching is made easily available to the junior college students then the class-room attendance problem especially in junior college attached to senior colleges will be automatically solved. The interaction between students and teachers will also increase, in fact, it is the need of the hour otherwise the coaching classes may request to state govt. to allow them to enroll the students to their institutes as a regular students and subsequently ask for the permission to fill the examination forms to be sent to Maharashtra State Secondary and Higher Secondary Board. Then the real existence of +2 colleges will be at stake. Therefore the training coaching facility has to be made available in the respective colleges.

Table 6.2.15 Self-Evaluation, Career Advancement and Quality Assurance Should be Frequently Implemented

Stakeholders Response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	235	92.9	92.9	92.9
No	10	4.0	4.0	96.8
Can Not Tell	8	3.2	3.2	100.0
Total	253	100.0	100.0	

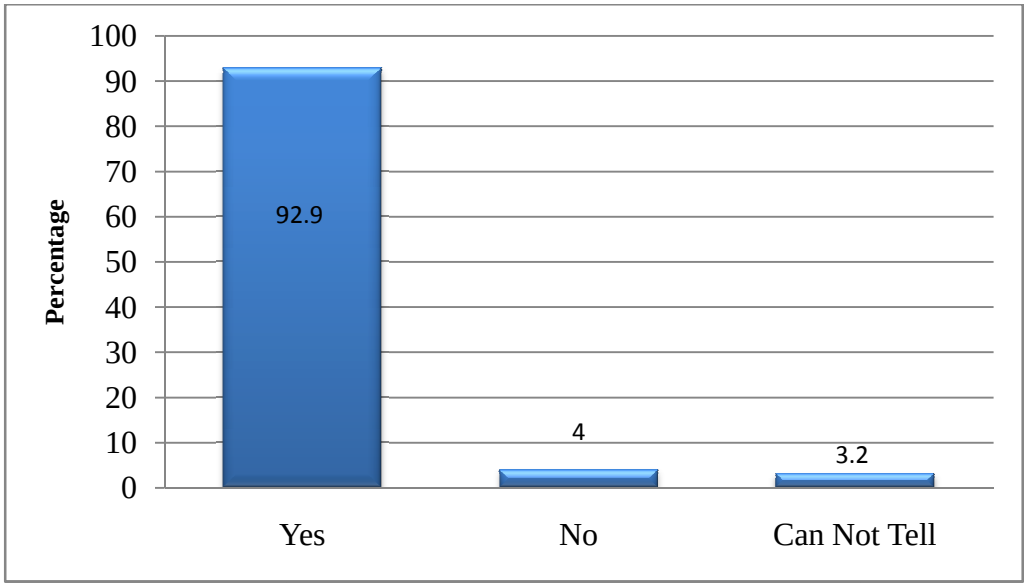


Figure 2.15 Self-Evaluation, Career Advancement and Quality Assurance Should be Frequently Implemented

Table 6.2.15 indicates that 92.9% participants feel that Self Evaluation, Career Advancement and Quality Assurance should be frequently implemented. Unfortunately all these schemes of self- evaluation, career advancement and quality assurance are never on the agenda of any directorate of secondary and higher secondary education. What is available is only the procedure of XI admission and the result of std XII examination. Beyond this, nothing is available to junior college teachers. Almost 93% stakeholders have shown willingness to have such education and academic facilities.

Table 6.2.16 Requirement for Segregation of Government Authorities and Officials for Junior Colleges

Stakeholders Response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	163	64.4	64.4	64.4
No	65	25.7	25.7	90.1
Can Not Tell	25	9.9	9.9	100.0
Total	253	100.0	100.0	

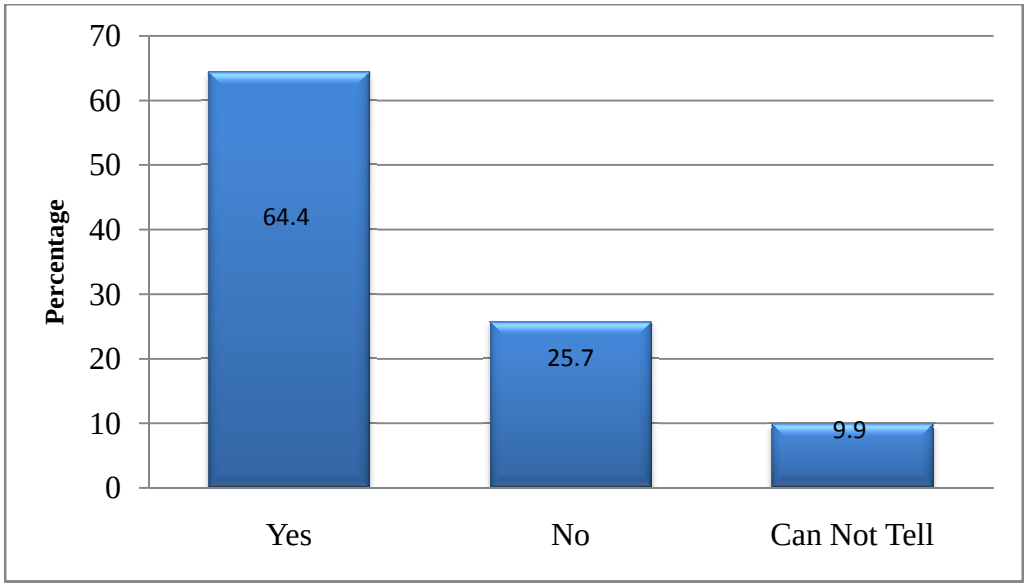


Figure 6.2.16 Requirement for Segregation of Government Authorities and Officials for Junior Colleges

Table 6.2.16 indicates that 64.4% participants feel that there is requirement of segregation of Government Authorities and Officials for Junior Colleges where as 25.7% participants feel that there is no such requirement. There is a separate directorate for primary and secondary education in our state. But junior college or higher secondary is still under the control of secondary section where Zillah Parishad, Payand Provident units are attached. There are almost 7682 junior colleges and higher secondary schools in the state of Maharashtra but they do not have an independent competent authority. The college administration has to initiate various proposals

through the channel of education officer of Zillah Parishad and then it is sent to Dy. Director of Education. There is a separate directorate for higher education also but the 10+2 system of education has not.

There is only one minister responsible for primary, secondary and higher secondary cadres who is called Cabinet Minister for School Education. The stakeholders have responded the requirement for segregation of government authorities and officials for junior colleges in a positive manner

Table 6.2.17 The System of Recruitment and Approval Requires Major Changes

Stakeholders Response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	211	83.4	83.4	83.4
No	30	11.9	11.9	95.3
Can Not Tell	12	4.7	4.7	100.0
Total	253	100.0	100.0	

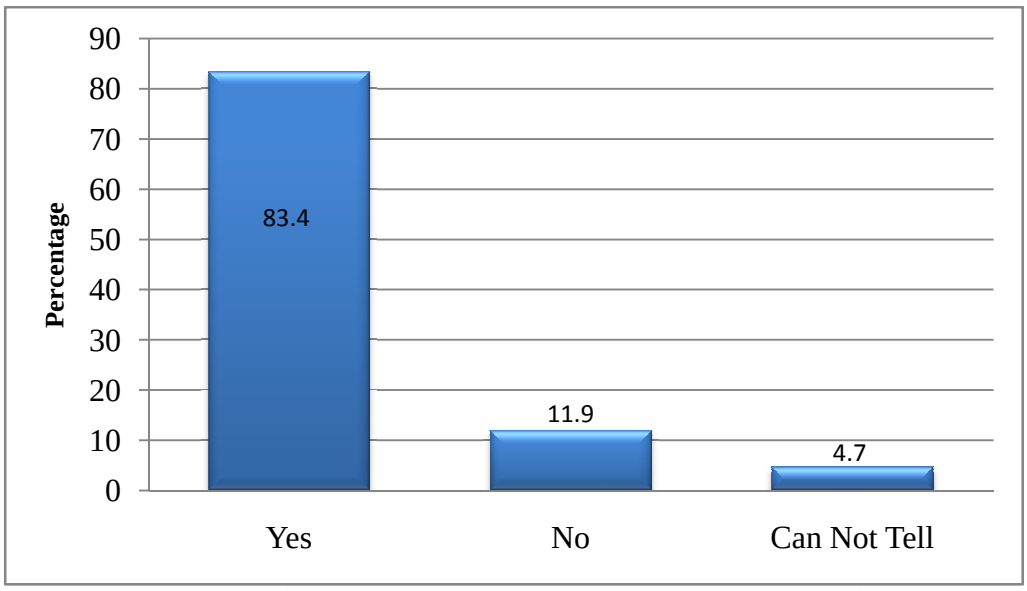


Figure 6.2.17 The System of Recruitment and Approval Requires Major Changes

Table 6.2.17 indicates that 83.40% participants are in agreement with the present system of recruitment and approval which requires major changes. There is pretty lengthy procedure in the system of recruitment and approval at +2 system of education.

Recruitment: There are no specific directions for the content verification of the advertisement to be published in the local newspapers. In addition to this no administrative head is sure whether the prevalent rules are applicable to the govt aided, unaided and permanently unaided institutes. e.g. whether some duration is

(minimum of 15 days) to be given or not to the candidates when they send their applications to the head of the concerned college. Nowadays another short cut to the recruitment system is applied i.e. WALK IN INTERVIEW.

Before the publication of advertisement the concerned educational institute has to seek NOC (No Objection Certificate) from various competent authorities or they need to take the list of the eligible candidates from employment exchange, university employment cell and tribal development office.

Even there are no clear cut guidelines of maintaining the roster and whether this roster is to be applied to aided and unaided sections.

There is no impartial methodology of the recruitment by way of an interview. It means that all the legal rights are given to the management. Neither any govt. official, subject expert from other institutes nor representative from the reservation cell is as interviewer. So it is the sole discretion of the management to select the candidate irrespective of his / her merit. Therefore the probability of some financial mal-practices cannot be ruled out.

Approval: After the recruitment comes the procedure of getting approval from the Dy. Director of education. The system is shrouded with red-tapism and purely based on personal relations.

This system is divided in various parts. Initially the Junior College administration has to undergo *Patpadtalni* which means the verification of the strength of the XI and XII class students. The workload is calculated as per the approved strength of the sanctioned divisions (i.e. 120 students per division).

Nobody has understood the logic and philosophy as to why the discrimination has been made between the higher secondary (school attached) and Junior Colleges (Senior College attached) in terms of the strength of the students. In the school attached +2 is having the students strength of 80 per division whereas 120 is approved strength for college attached Junior Colleges.

There has been a tradition of not giving appointment order to the candidate selected for the post till his / her approval is obtained from the Dy. Director of Education. There is a specific sentence saying that the appointment is subject to the approval from the competent authority. Still such appointments orders are issued pretty late by the management. That shows the kind of apprehension the management has from government officials.

The approval system is executed at different levels. Firstly the permanent teacher's approval is done in a specially arranged camps which is only for the teachers belonging to 'A' category. Then it is followed by 'B' and 'C' category teachers. 'B' category means who are appointed for that academic year only. But there is no provision of giving permanent approval to part-time teachers.

Table 6.2.18 Career Advancement Should be in the form of Duty Leave, Increments based on Subsequent Academic Achievements

Stakeholders Response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	209	82.6	82.6	82.6
No	30	11.9	11.9	94.5
Can Not Tell	14	5.5	5.5	100.0
Total	253	100.0	100.0	

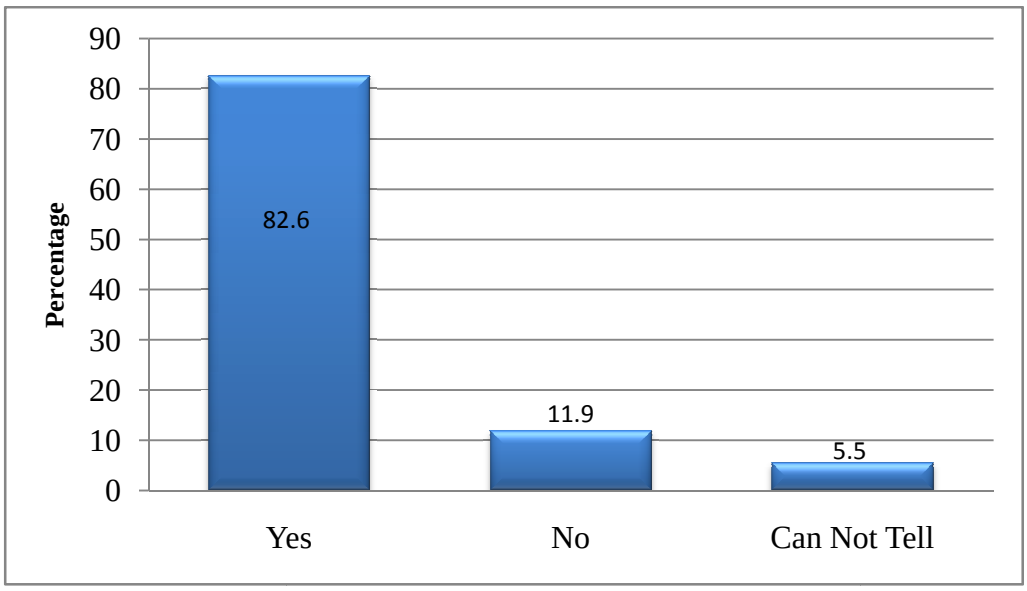


Figure 6.2.18 Career Advancement Should be in the form of Duty Leave, Increments based on Subsequent Academic Achievements

Table 6.2.18 indicates that 82.61 % participants feel that career advancement should be in the form of Duty Leave, Increments based on Subsequent Academic Achievements. As mentioned earlier that there is no legal provision for any kind of career advancement as far as junior college teachers are concerned. No duty leave is sanctioned for any research project to the deserving teachers for academic achievements.

Respondent: Teachers

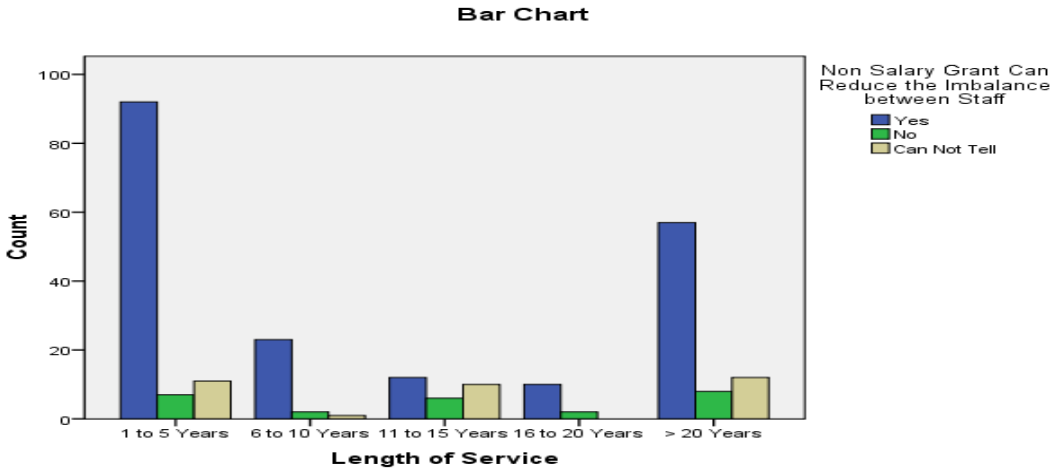
Q. Non Salary Grant can reduce the imbalance between Staff of Junior college and Senior College.

H_0: Non salary grant cannot reduce the imbalance between staff of junior college and senior college. against

H_1 : Non salary grant can reduce the imbalance between staff of junior college and senior college.

Length of Service * Non Salary Grant Can Reduce the Imbalance between Staff

Length of service	Non Salary Grant Can Reduce the Imbalance between Staff			Total
	Yes	No	Can Not Tell	
1 to 5 Years	92	7	11	110
6 to 10 Years	23	2	1	26
11 to 15 Years	12	6	10	28
16 to 20 Years	10	2	0	12
> 20 Years	57	8	12	77
Total	194	25	34	253



Respondent's pole on non salary grant can reduce the imbalance between Staff according to respondent's length of service. Out of the total 110 respondent's having 1 to 5 years of experience almost 92 stakeholders have given positive response and also most experienced respondent's who served more than 20 years in junior college are also in the favour. Majority of the respondents have agreed on "non salary grant can reduce the imbalance between Staff."

Particulars	**Observed Frequency (o_i)**	**Expected Frequency (e_i)**	$\frac{o_i^2}{e_1}$
Yes	194	84.33333333	446.2766798
No	25	84.33333333	7.411067194
Can't Tell	34	84.33333333	13.70750988
Total	253	253	467.3952569

Here sample size is N= 253 Chi square calculated =214.3952569

Chi square tabulated for 2 d.f. = 5.991 at 5% level of significance.

As chi-square calculated value is greater than chi-square tabulated value we reject the null hypothesis H_0 at 2 degrees of freedom and 5% level of significance and accept the alternate hypothesis H_1 i.e. Non Salary Grant Can Reduce the imbalance between Staff of Junior college and Senior college.

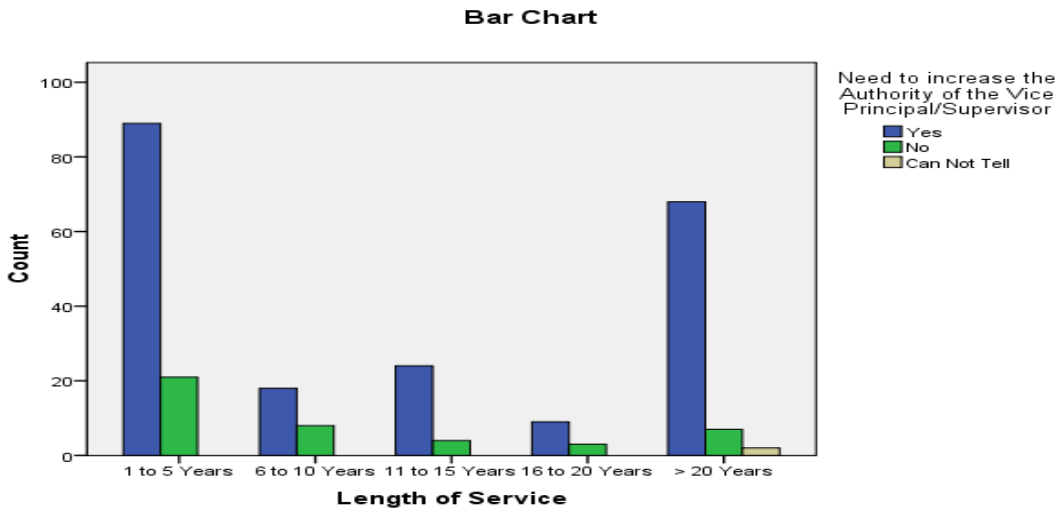
Q. Need to increase Authority of Vice Principal/Supervisor.

H_0: No need to increase Authority of Vice Principal/Supervisor. against

H_1: Need to increase Authority of Vice Principal/Supervisor.

Length of Service * Need to increase the Authority of the Vice Principal/Supervisor

	Particulars	Need to increase the Authority of the Vice Principal/Supervisor			Total
		Yes	No	Can Not Tell	
Length of Service	1 to 5 Years	89	21	0	110
	6 to 10 Years	18	8	0	26
	11 to 15 Years	24	4	0	28
	16 to 20 Years	9	3	0	12
	> 20 Years	68	7	2	77
	Total	208	43	2	253



Respondent's pole on 'need to increase authority of Vice Principal/Supervisor', tested according to respondent's length of service. Out of the total 110 respondent's having 1 to 5 years of experience 89 stakeholders have given positive response and most experienced respondent's are also in the favor. Majority of the respondents have agreed on need to increase authority of Vice Principal/Supervisor. The percentage of the stakeholders in terms of experience ranging from 6 to 20 years is very less.

Particulars	Observed Frequency (o_i)	Expected Frequency (e_i)	$\frac{o_i^2}{e_1}$
Yes	208	84.33333333	513.0118577
No	43	84.33333333	21.92490119
Can't Tell	2	84.33333333	0.04743083
Total	253	253	534.9841897

Here N= 253 281.9841897

Chi square(2)= 5.991 Table. value at 5% Level of significance

Chi square cal. > Chi square table

Reject H_0

Here the sample size is 253.

As chi-square calculated value is greater than chi-square tabulated value we reject the null hypothesis H_0 for 2 degrees of freedom and 5% level of significance and accept the alternate hypothesis H_1 i.e. Need to increase Authority of Vice Principal / Supervisor.

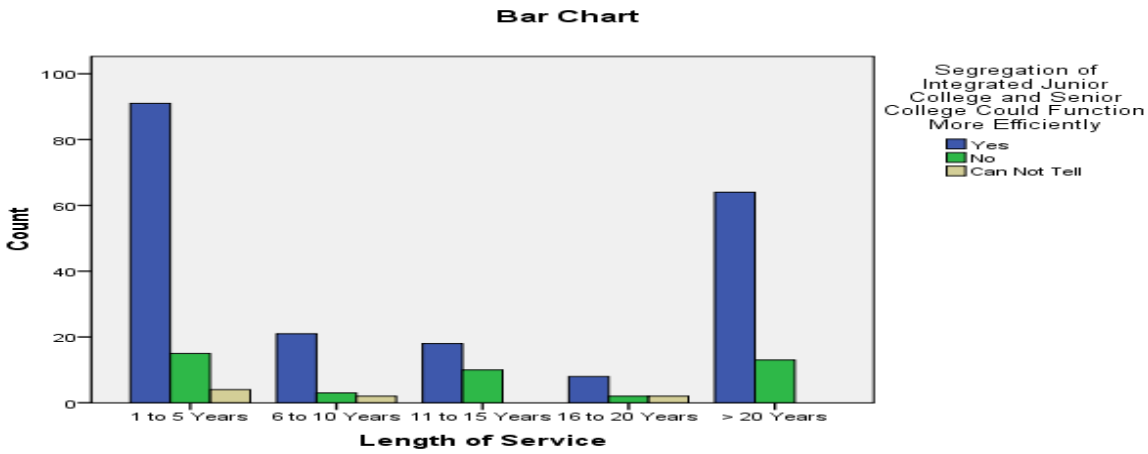
Q. Segregation of Integrated Junior College and Senior College Could Function More Efficiently

H_0 : Segregation of Integrated Junior College and Senior College Could not Function More Efficiently against

H_1 : Segregation of Integrated Junior College and Senior College Could Function More Efficiently.

Length of Service * Segregation of Integrated Junior College and Senior College Could Function More Efficiently

		Segregation of Integrated Junior College and Senior College Could Function More Efficiently			Total
		Yes	No	Can Not Tell	
Length of Service	1 to 5 Years	91	15	4	110
	6 to 10 Years	21	3	2	26
	11 to 15 Years	18	10	0	28
	16 to 20 Years	8	2	2	12
	> 20 Years	64	13	0	77
	Total	202	43	8	253



Respondent's pole on segregation of integrated Junior College and Senior College could function more efficiently according to respondent's length of service. Out of the

total 110 respondent's having 1 to 5 years of experience 91 stakeholders have give positive response and most experienced respondent's are also in favour of this statement. Majority of the respondents agreed on segregation of integrated Junior College and Senior College and thereby it could function more efficiently.

Particulars	**Observed Frequency (o_i)**	**Expected Frequency (e_i)**	$\frac{o_i^2}{e_1}$
Yes	202	84.33333333	483.8418972
No	43	84.33333333	21.92490119
Can't Tell	8	84.33333333	0.758893281
Total	253	253	506.5256917

Here N= 253 253.5256917

Chi square(2)= 5.991 Table value at 5% Level of significance

Chi square cal. > Chi square table

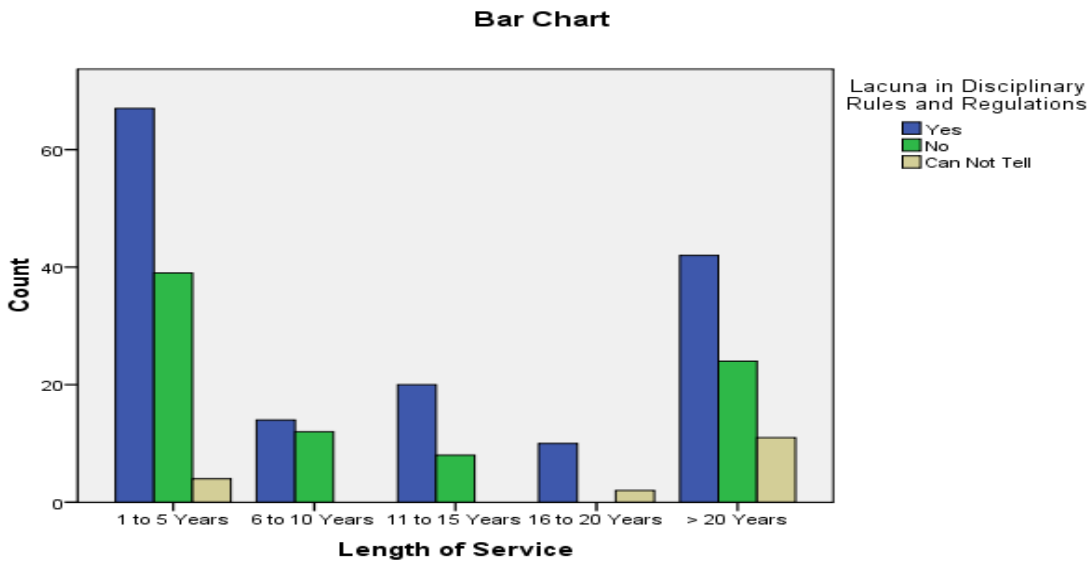
Reject H_0

Here the sample size is 253.

As chi-square calculated value is greater than chi-square tabulated value we reject the null hypothesis H_0 at 2 degrees of freedom and 5% level of significance and accept the alternate hypothesis H_1 i.e. Segregation of Integrated Junior College and Senior College Could Function More Efficiently

Length of Service * Lacuna in Disciplinary Rules and Regulations

Length of Service	Lacuna in Disciplinary Rules and Regulations			Total
	Yes	No	Can Not Tell	
1 to 5 Years	67	39	4	110
6 to 10 Years	14	12	0	26
11 to 15 Years	20	8	0	28
16 to 20 Years	10	0	2	12
> 20 Years	42	24	11	77
Total	153	83	17	253



Respondent's pole on lacuna in disciplinary rules and regulations based on the respondent's length of service is very vital. Out of the total 110 respondent's having 1 to 5 years of experience 67 have givens positive response and the most experienced respondent's are also in the favour of this issue. Majority of the respondents have agreed on lacuna in disciplinary rules and regulations.

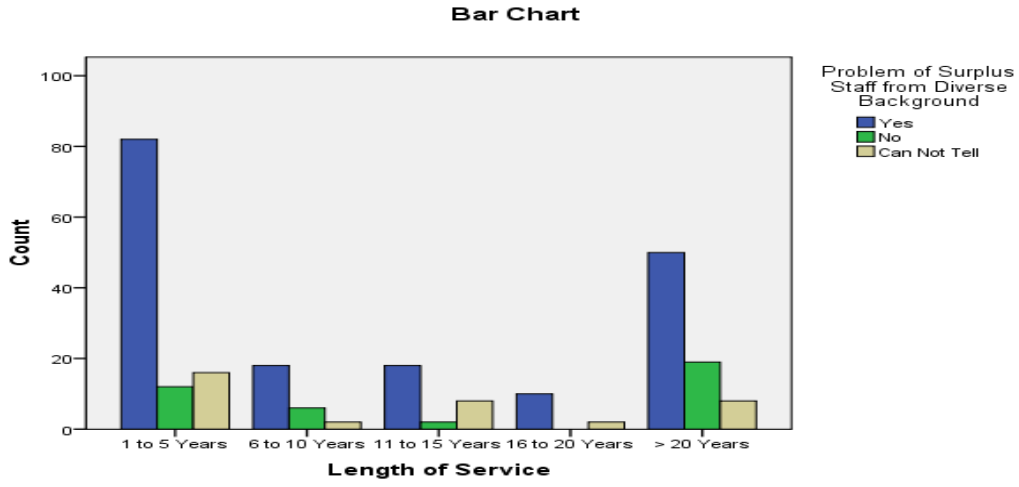
Q. Problem of Surplus Staff from Diverse Background is faced by all the concerned, including the surplus relocated

H_0: Problem of Surplus Staff from Diverse Background is not faced by all the concerned, including the surplus relocated. against

H_1 : Problem of Surplus Staff from Diverse Background is faced by all the concerned, including the surplus relocated.

Length of Service * Problem of Surplus Staff from Diverse Background

		Problem of Surplus Staff from Diverse Background			Total
		Yes	No	Can Not Tell	
Length of Service	1 to 5 Years	82	12	16	110
	6 to 10 Years	18	6	2	26
	11 to 15 Years	18	2	8	28
	16 to 20 Years	10	0	2	12
	> 20 Years	50	19	8	77
	Total	178	39	36	253



Respondent's pole on problem of surplus staff from diverse background is faced by all the concerned, including the surplus relocated according to respondent's length of service. Out of the total 110 respondent's having 1 to 5 years of experience 82 have given positive response and most experienced respondent's are also in the favour and

the problems faced by surplus staff members. Majority of the respondents have agreed on the problems of surplus staff from diverse background and their being relocated.

Particulars	**Observed Frequency (o_i)**	**Expected Frequency (e_i)**	$\frac{o_i^2}{e_1}$
Yes	178	84.33333333	375.6996047
No	39	84.3333333.3	18.03557312
Can't Tell	36	84.33333333	15.36758893
Total	253	253	409.1027668

Here N= 253 156.1027668

Chi square(2)= 5.991 Table value at 5% Level of significance

Chi square cal. > Chi square table

Reject H_0

Here the sample size is 253.

As chi-square calculated value is greater than chi-square tabulated value we reject the null hypothesis H_0 at 2 degrees of freedom and 5% level of significance and accept the alternate hypothesis H_1 i.e. Problem of Surplus Staff from Diverse Background is faced by all the concerned, including the surplus relocated.

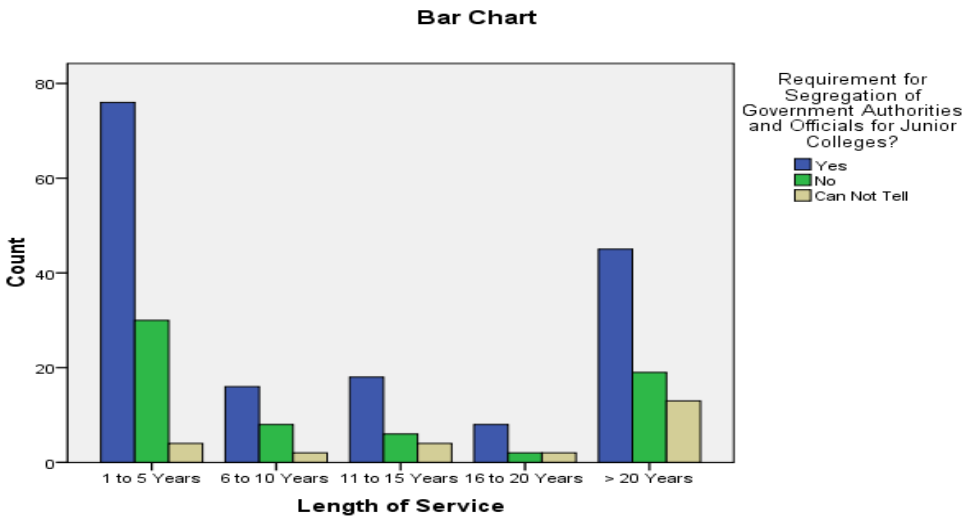
Q. Requirement for Segregation of Government Authorities and Officials separately delegated for the administration of Junior Colleges

H_0: No Requirement for Segregation of Government Authorities and Officials to be separately delegated for the administration of Junior Colleges. against

H_1 : Requirement for Segregation of Government Authorities and Officials separately delegated for the administration of Junior Colleges.

Length of Service * Requirement for Segregation of Government Authorities and Officials for Junior Colleges?

Length of Service	Requirement for Segregation of Government Authorities and Officials for Junior Colleges?			Total
	Yes	No	Can Not Tell	
1 to 5 Years	76	30	4	110
6 to 10 Years	16	8	2	26
11 to 15 Years	18	6	4	28
16 to 20 Years	8	2	2	12
> 20 Years	45	19	13	77
Total	163	65	25	253



Respondent's pole on the requirement for segregation of Government authorities and officials separately delegated for the administration of Junior Colleges based on the respondent's length of service. Out of the total 110 respondent's having 1 to 5 years of experience 76 stakeholders have given positive response and most experienced

respondent's are also in the favour of this statement. Majority of the respondents have agreed on the requirement for segregation of Government authorities and officials separately delegated for the administration of Junior Colleges.

Particulars	**Observed Frequency (o_i)**	**Expected Frequency (e_i)**	$\frac{o_i^2}{e_1}$
Yes	163	84.33333333	315.0474308
No	65	84.33333333	50.09881423
Can't Tell	25	84.33333333	7.411067194
Total	253	253	372.5573123

Here N= 253 119.5573123

Chi square(2)= 5.991 Table value at 5% level of significance

Chi square cal. > Chi square table

Reject H_0

Here the sample size is 253.

As chi-square calculated value is greater than chi-square tabulated value we reject the null hypothesis H_0 at 2 degrees of freedom and 5% level of significance and accept the alternate hypothesis H_1 i.e. Requirement for Segregation of Government Authorities and Officials separately delegated for the administration of Junior Colleges

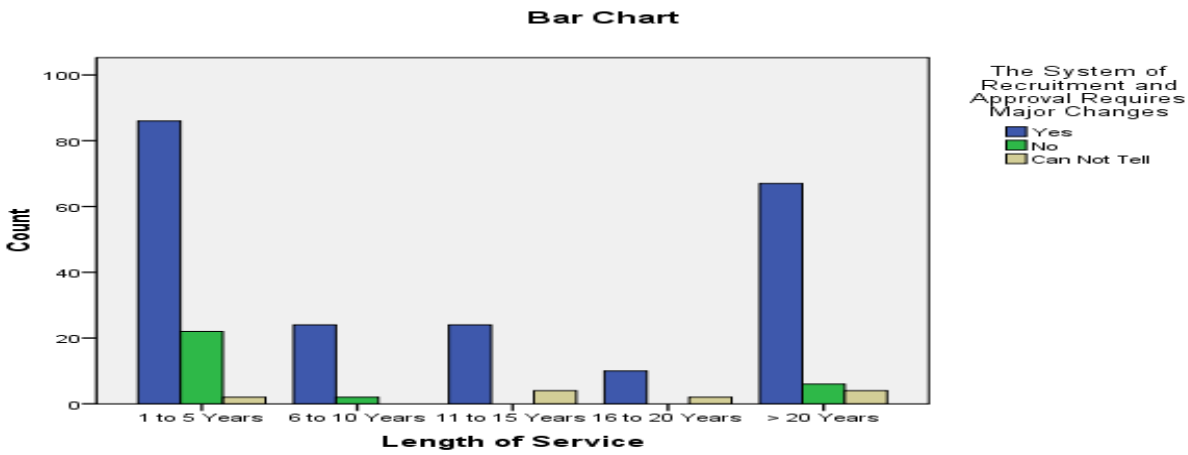
Q. The System of Recruitment and Approval Requires Major Changes

H_0: The System of Recruitment and Approval does not Require Major Changes against

H_1 : The System of Recruitment and Approval Requires Major Changes.

Length of Service * The System of Recruitment and Approval Requires Major Changes

Length of Service	The System of Recruitment and Approval Requires Major Changes			Total
	Yes	No	Can Not Tell	
1 to 5 Years	86	22	2	110
6 to 10 Years	24	2	0	26
11 to 15 Years	24	0	4	28
16 to 20 Years	10	0	2	12
> 20 Years	67	6	4	77
Total	211	30	12	253



Respondent's pole on the system of recruitment and approval requires major changes according to respondent's length of service. Out of the total 110 respondent's having 1 to 5 years of experience 86 have given positive response and most experienced

respondent's are also in the favour of this issue. Majority of the respondents have agreed on the system of recruitment and approval requires major changes.

Particulars	**Observed Frequency (o_i)**	**Expected Frequency (e_i)**	$\frac{o_i^2}{e_1}$
Yes	211	84.33333333	527.916996
No	30	84.33333333	10.67193676
Can't Tell	12	84.33333333	1.707509881
Total	253	253	540.2964427

Here N= 253 287.2964427

Chi square(2)= 5.991 Table value at 5% Level of significance

Chi square cal. > Chi square table

Reject H_0

Here the sample size is 253.

As chi-square calculated value is greater than chi-square tabulated value we reject the null hypothesis H_0 at 2 degrees of freedom and 5% level of significance and accept the alternate hypothesis H_1 i.e. The System of Recruitment and Approval Requires Major Changes.

6.3. Principal, Vice Principal and Supervisor's Response

Table 6.3.1 MFC

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Male	2	3.1	3.1	3.1
Female	6	9.2	9.2	12.3
Co-ed	57	87.7	87.7	100.0
Total	65	100.0	100.0	

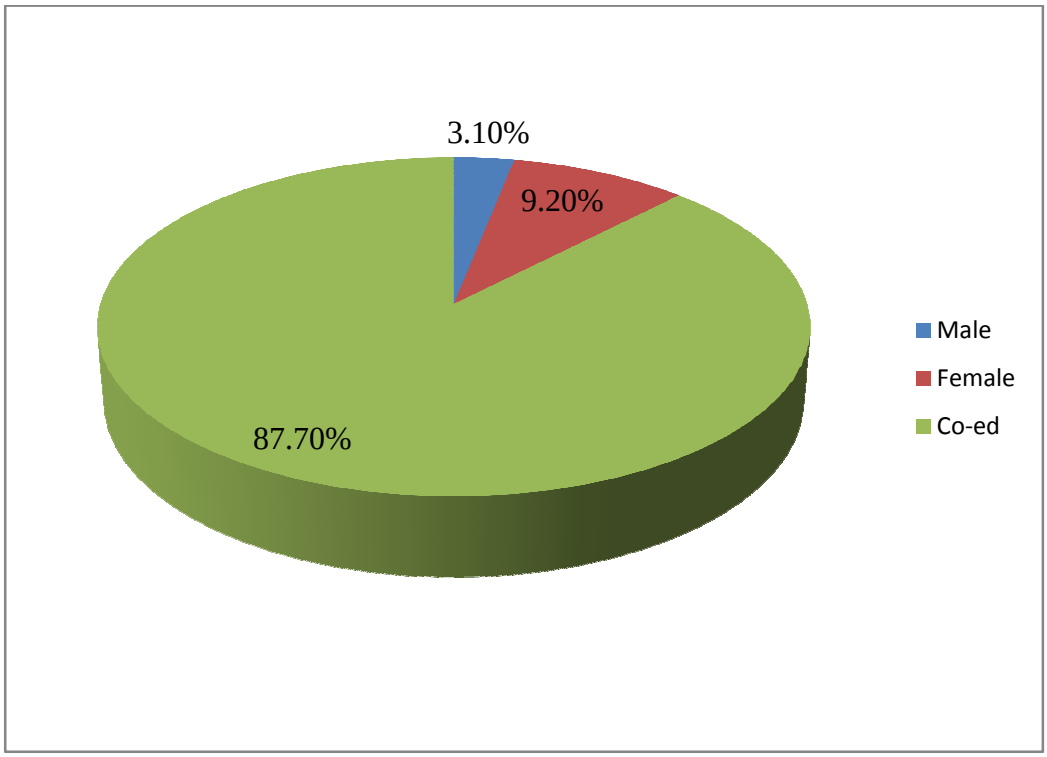


Figure 6.3.1 MFC

Table 6.3.1 indicates that participants are from three different types of colleges. Majority of the participants (i.e.87.7) are from co-ed colleges and it is followed by female (9.2%) and male (3.1%)

Table 6.3.2 Type of Management

Type of Management	Frequency	Percent	Valid Percent	Cumulative Percent
Private	45	69.2	69.2	69.2
Semi Private	8	12.3	12.3	81.5
Government	7	10.8	10.8	92.3
Minority	5	7.7	7.7	100.0
Total	65	100.0	100.0	

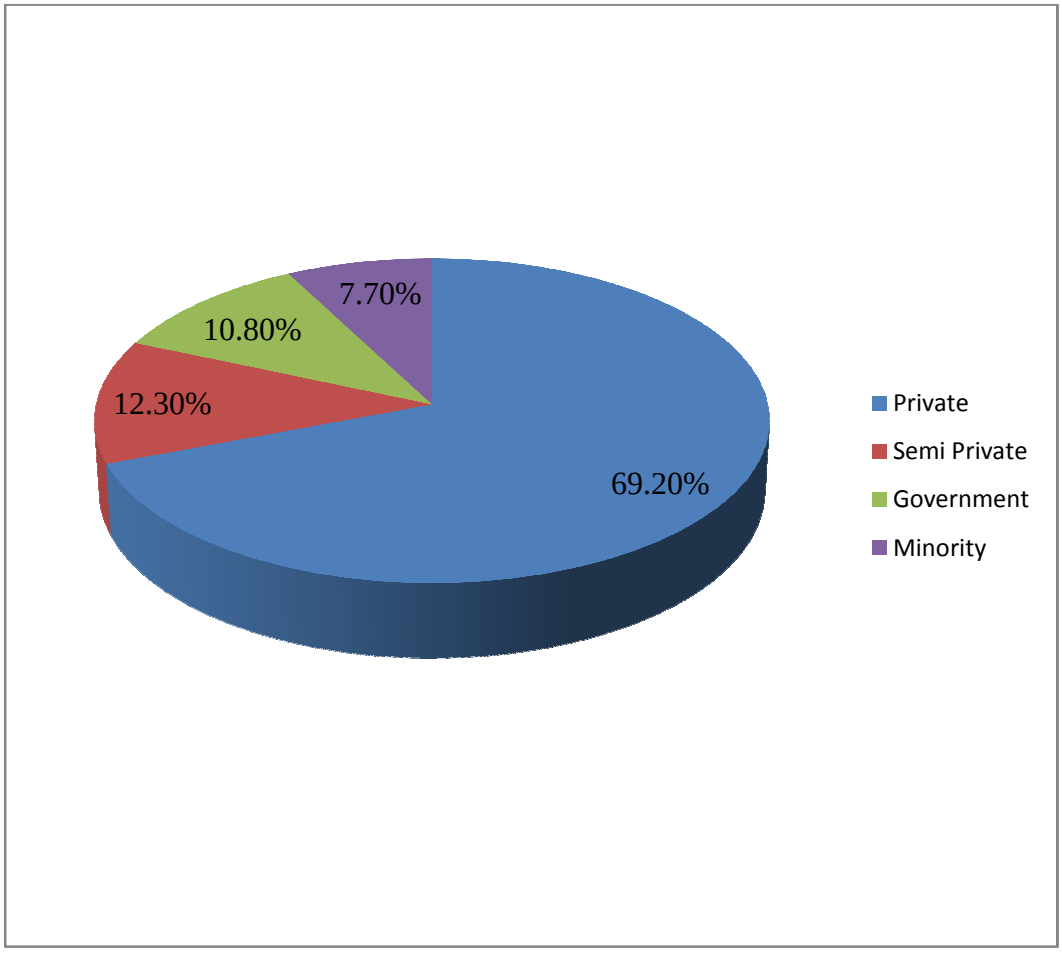


Figure 6.3.2 Type of Management

Table 6.3.2 indicates that participant's college management are of four different types. In majority of participant's colleges (69.20%) there is a private management. It is followed by semi-private (12.30%) and government (10.80%) management only. (7.7%) participation's colleges have minority status.

Table 6.3.3 Type of College

Type of College	Frequency	Percent	Valid Percent	Cumulative Percent
Aided	57	87.7	87.7	87.7
Unaided	3	4.6	4.6	92.3
Permanently Unaided	5	7.7	7.7	100.0
Total	65	100.0	100.0	

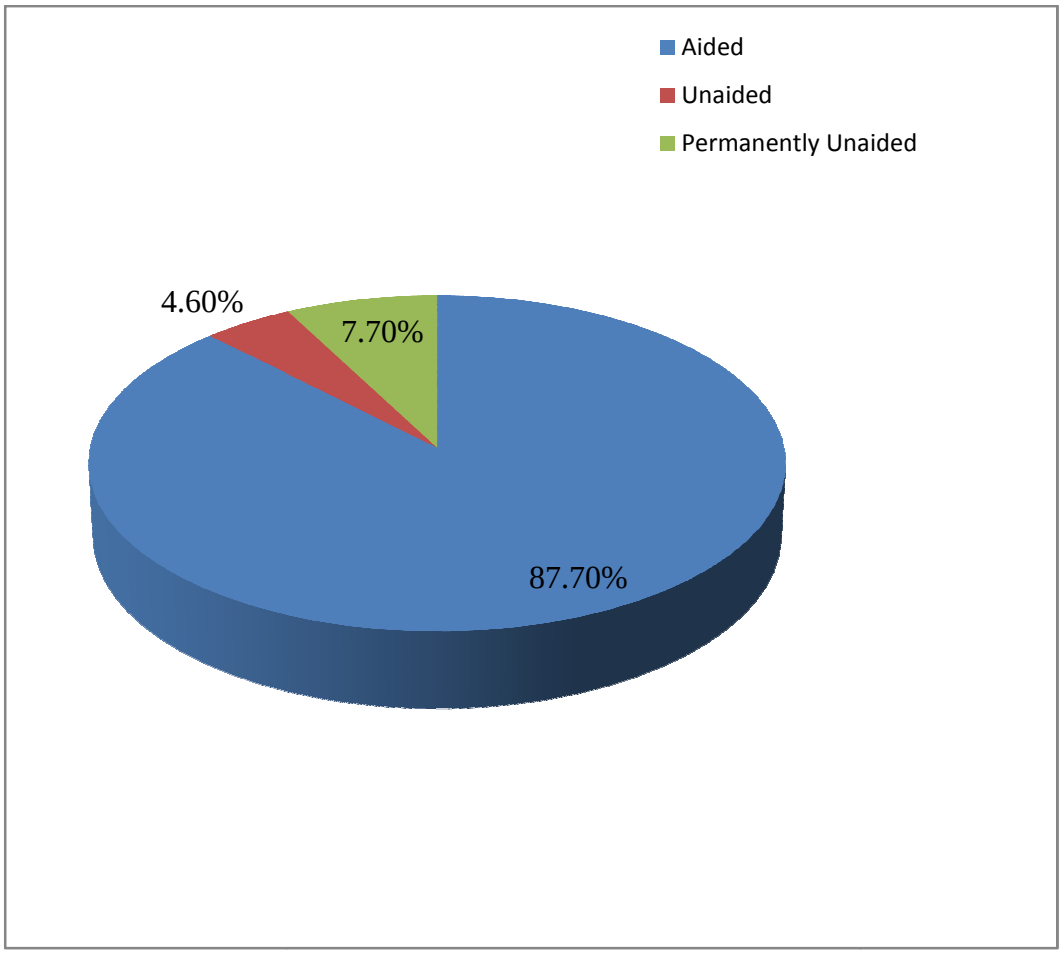


Figure 6.3.3 Type of College

Table 6.3.3 indicates that 87.7% participants are from aided colleges whereas only 7.7% participants are from permanently unaided colleges.

Table 6.3.4 The philosophy of attaching the Junior College with Senior College is fundamentally not appropriate.

Particulars	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	25	38.5	38.5	38.5
Agree	22	33.8	33.8	72.3
Disagree	12	18.5	18.5	90.8
Strongly Disagree	5	7.7	7.7	98.5
Undecided	1	1.5	1.5	100.0
Total	65	100.0	100.0	

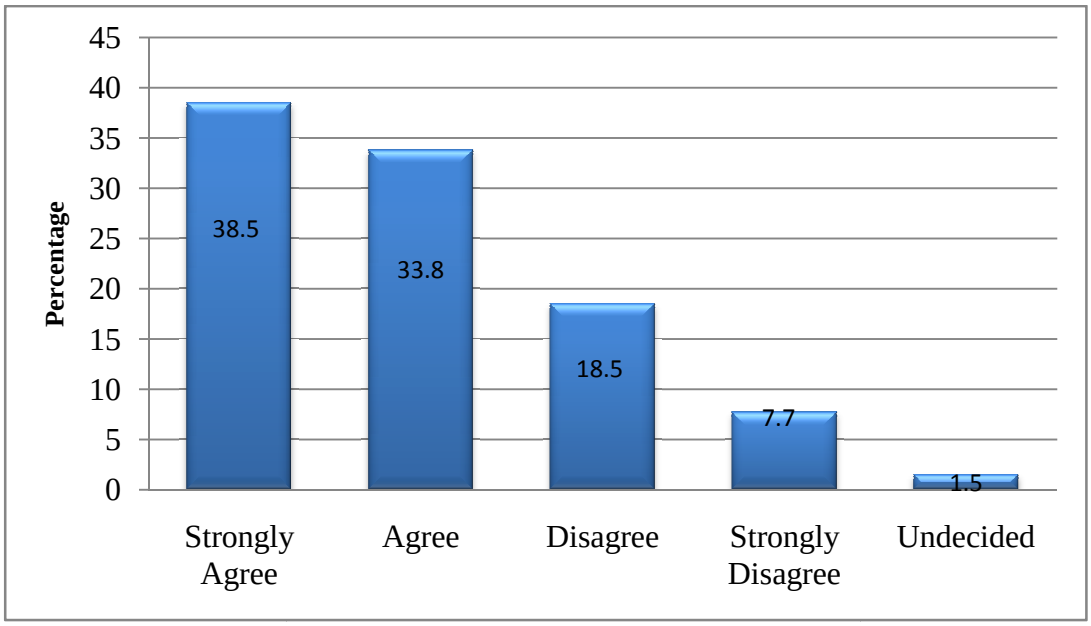


Figure 6.3.4 The philosophy of attaching the Junior College with Senior College is fundamentally not appropriate.

As per the recommendations of Kothari commission 10+2 was to be attached to the school however some management representative requested to the state government and also demanded the attachment of some + 2 units to be attached to senior colleges for the purpose of getting the strength of +2 section automatically to the senior wings.

Therefore the same was called as junior college. There was another stream of opinion to these attachments that the available infrastructure of senior colleges like

laboratories, library etc also can be made available to the +2 stage students hence some units were attached to senior colleges especially in big cities.

But stakeholders have opined that +2 should have been an independent one like B.Ed or D.Ed colleges. But this philosophy was never taken into account and all these years 10+2 is kept under trial and experiment without thinking the academic and educational loss of the student as well as teachers also.

The outcome of the responses from the stake holders (who are responsible administrative heads) indicate that

a) 38.46% strongly agree

b) 33.85% agree with this philosophy

The overall approach is very positive and perhaps giving the signal to the fact that 'better late than never' concept in terms of the detachment of junior colleges from senior colleges.

Respondent: Principal / Vice-Principal / Supervisor

Q. The philosophy of attaching the Junior College with Senior College is fundamentally not appropriate.

H_0 : The philosophy of attaching the Junior College with Senior College is fundamentally appropriate. against

H_1 : The philosophy of attaching the Junior College with Senior College is fundamentally not appropriate.

Particulars	**Observed Frequency (o_i)**	**Expected Frequency (e_i)**	$\frac{o_i^2}{e_1}$
Strongly Agree	25	13	48.07692308
Agree	22	13	37.23076923
Undecided	12	13	11.07692308
Disagree	5	13	1.923076923
Strongly disagree	1	13	0.076923077
Total	65	65	98.38461538

Here N= 65 33.38461538

Chi square(4)= 9.488 Table value at 5% level of significance

Chi square cal. > Chi square table

Reject H_0

Here the sample size is 65.

As chi-square calculated value is greater than chi-square tabulated value we reject the null hypothesis H_0 at 4 degrees of freedom and 5% level of significance and accept the alternate hypothesis H_1 i.e. the philosophy of attaching the Junior College with Senior College is fundamentally not appropriate.

Table 6.3.5 The administrative design, style and setup of Junior College is not compatible with that of Senior College.

Particulars	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	16	24.6	24.6	24.6
Agree	37	56.9	56.9	81.5
Disagree	7	10.8	10.8	92.3
Undecided	5	7.7	7.7	100.0
Total	65	100.0	100.0	

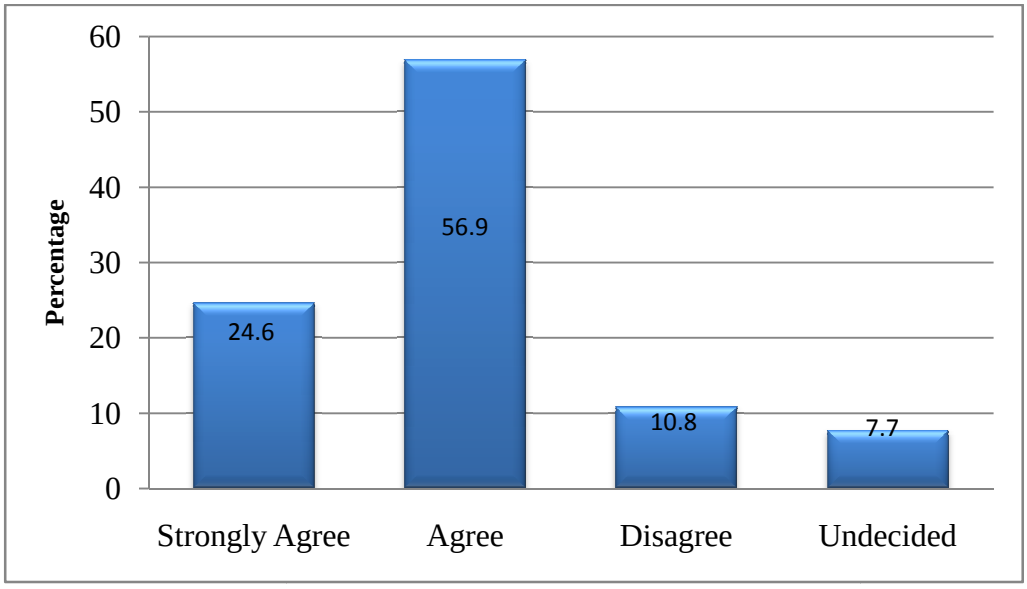


Figure 6.3.5 The administrative design, style and setup of Junior College is not compatible with that of Senior College.

Around 57% (56.9%) i.e. majority of participants agree with the administrative design, style and setup of Junior College which is not compatible with that of Senior College and 24.6% participants strongly agree, where as only 10.8% participants disagree and 7.7% participants are in undecided or confused state of mind.

There needs to have different design, style and setup in administration where the junior college administration can have an opportunity for innovations. At present the Vice-Principal and the supervisor of the junior wing is directly under the control of Principal of senior college.

Table 6.3.6 Appointments and approvals of Junior College Staff as compared to Senior College Staff are radically different.

Particulars	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	28	43.1	43.1	43.1
Agree	35	53.8	53.8	96.9
Undecided	2	3.1	3.1	100.0
Total	65	100.0	100.0	

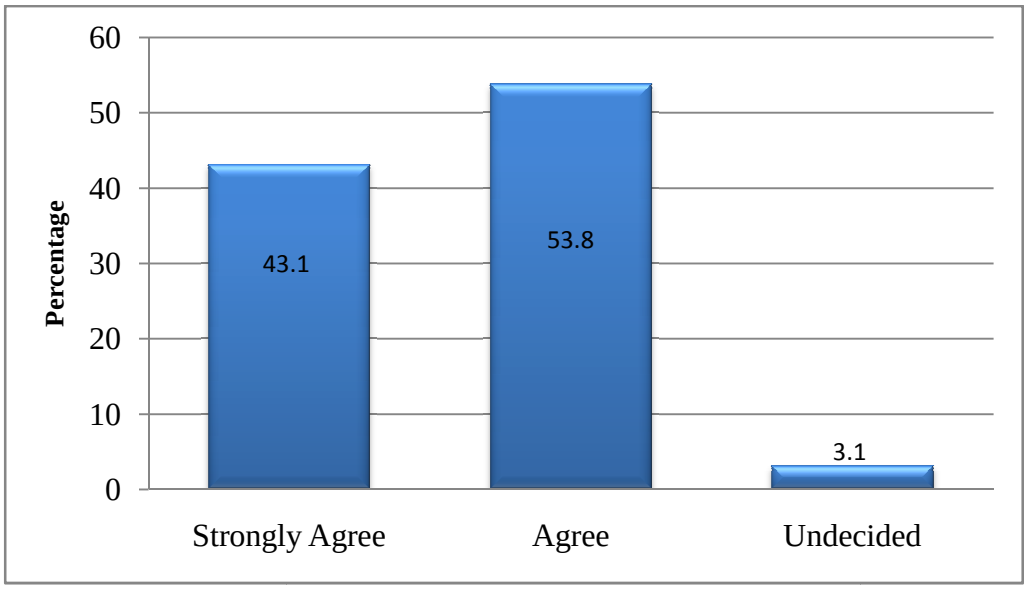


Figure 6.3.6 Appointments and approvals of Junior College Staff as compared to Senior College Staff are radically different.

The above mentioned responses of strongly agree (43.1%) and agree (53.8%) establish the fact that the system of appointments and approvals in junior colleges as compared to the senior colleges are totally different. There is a vast difference between two system of education.

Table 6.3.7 The overall complexity of integrated colleges leads to excessive reliance on private coaching classes.

Particulars	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	11	16.9	16.9	16.9
Agree	22	33.8	33.8	50.8
Disagree	29	44.6	44.6	95.4
Strongly Disagree	1	1.5	1.5	96.9
Undecided	2	3.1	3.1	100.0
Total	65	100.0	100.0	

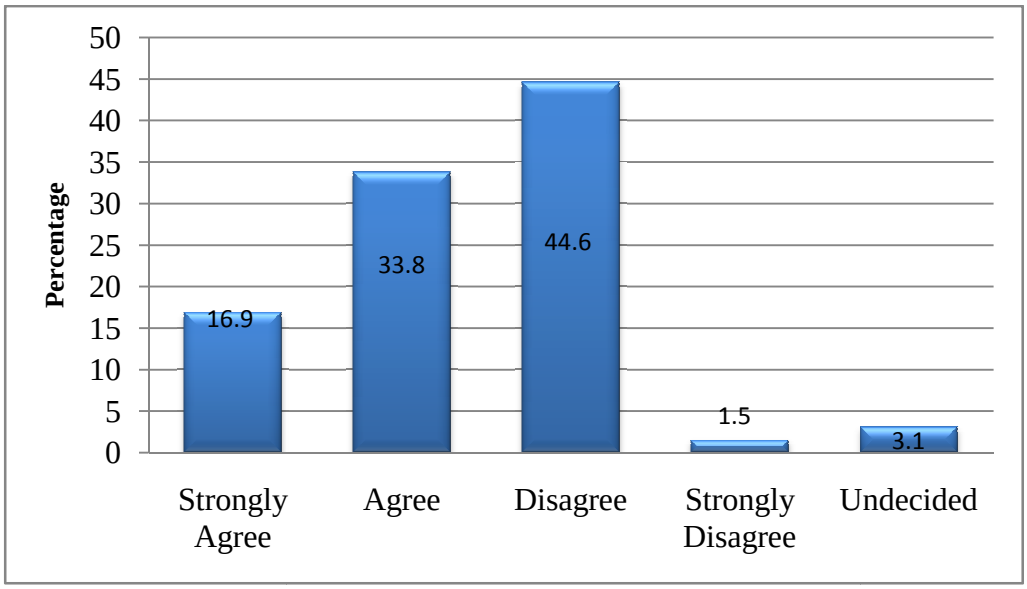


Figure 6.3.7 The overall complexity of integrated colleges leads to excessive reliance on private coaching classes.

Due to large number of students (i.e.120 per division) in one division of integrated colleges disables to make interaction between the students and teachers. But 44.6% is a negative sign given by the stake holders though overall agreeable class is. 50.77%.

Q. 11th to Post graduation under the same management, infrastructure and setup is not correct and feasible without compromising on the excellence.

H_0 : 11th to Post graduation under the same management, infrastructure and setup is correct and feasible without compromising on the excellence. against

H_1 : 11th to Post graduation under the same management, infrastructure and setup is not correct and feasible without compromising on the excellence.

Particulars	**Observed Frequency (o_i)**	**Expected Frequency (e_i)**	$\frac{o_i^2}{e_1}$
Strongly Agree	16	13	19.69230769
Agree	26	13	52
Undecided	0	13	0
Disagree	16	13	19.69230769
Strongly disagree	7	13	3.769230769
Total	65	65	95.15384615

Here N= 65 30.15384615

Chi square(4)= 9.488 Table value at 5% Level of significance

Chi square cal. > Chi square table

Reject H_0

Here the sample size is 65.

As chi-square calculated value is greater than chi-square tabulated value we reject the null hypothesis H_0 at 4 degrees of freedom and 5% level of significance and accept the alternate hypothesis H_1 i.e. 11th to Post graduation under the same management, infrastructure and setup is not correct and feasible without compromising on the excellence.

Table 6.3.8. 11th to Post graduation under the same management, infrastructure and setup is not correct and feasible without compromising on the excellence.

Particulars	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	16	24.6	24.6	24.6
Agree	26	40.0	40.0	64.6
Disagree	16	24.6	24.6	89.2
Strongly Disagree	7	10.8	10.8	100.0
Total	65	100.0	100.0	

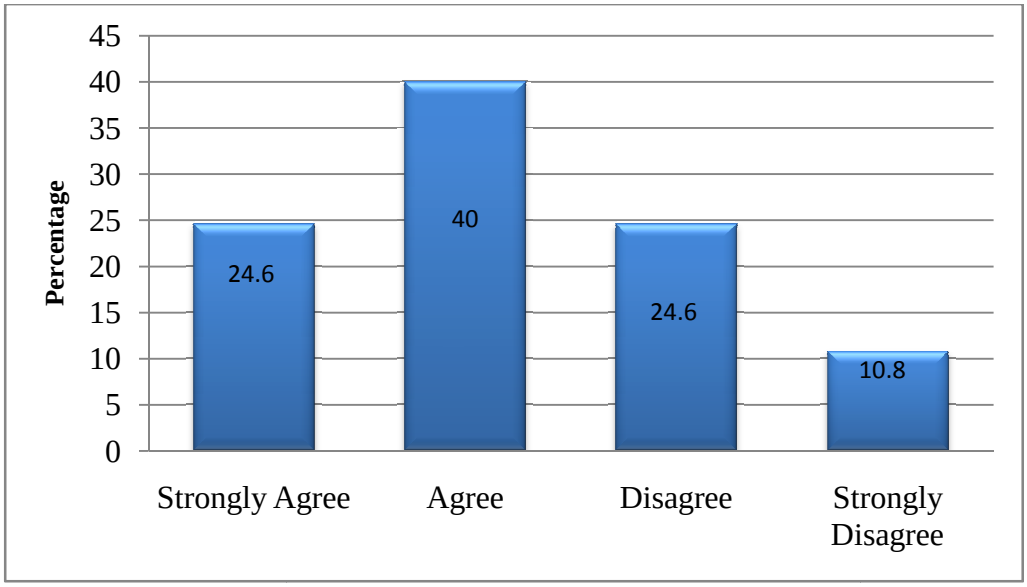


Figure 6.3.8. 11th to Post graduation under the same management, infrastructure and setup is not correct and feasible without compromising on the excellence.

Overall 65% out of the total participants agree with the fact that 11th to post graduation under the same management and infra structure and set up is not correct at all. This clearly shows that the stakeholders agree to have the separation of integrated Junior Colleges attached to Senior Colleges.

The age group of junior and senior college students varies a lot. Std XI students are very new to this senior college environment. There is always a possibility of some kind of harassment, ragging or mental torture from the senior most students to the newly admitted students who come from the school background. So the existing set up is not feasible as per the opinion poll of the stake holders.

Q. The Administrative structure and staffing pattern in a Junior College is different than of that Senior College. However more emphasis is given to the Senior College requirement.

H_0 : The Administrative structure and staffing pattern in a Junior College is not different than that of Senior College. However more emphasis is given to the Senior College requirement. against

H_1 : The Administrative structure and staffing pattern in a Junior College is different than that of Senior College. However more emphasis is given to the Senior College requirement.

Particulars	**Observed Frequency (o_i)**	**Expected Frequency (e_i)**	$\frac{o_i^2}{e_1}$
Strongly Agree	26	13	52
Agree	29	13	64.69230769
Undecided	0	13	0
Disagree	8	13	4.923076923
Strongly disagree	2	13	0.307692308
Total	65	65	121.9230769

Here N= 65 56.92307692

Chi square(4)= 9.488 Table value at 5% Level of significance

Chi square cal. > Chi square table

Reject H_0

Here the sample size is 65.

As chi-square calculated value is greater than chi-square tabulated value we reject the null hypothesis H_0 at 4 degrees of freedom and 5% level of significance and accept the alternate hypothesis H_1 i.e. The Administrative structure and staffing pattern in a Junior College is different than that of Senior College. However more emphasis is given to the Senior College requirement.

Table 6.3.9 The Administrative structure and staffing pattern in a Junior College is different than that of Senior College. However more emphasis is given to the Senior College requirement.

Particulars	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	26	40.0	40.0	40.0
Agree	29	44.6	44.6	84.6
Disagree	8	12.3	12.3	96.9
Strongly Disagree	2	3.1	3.1	100.0
Total	65	100.0	100.0	

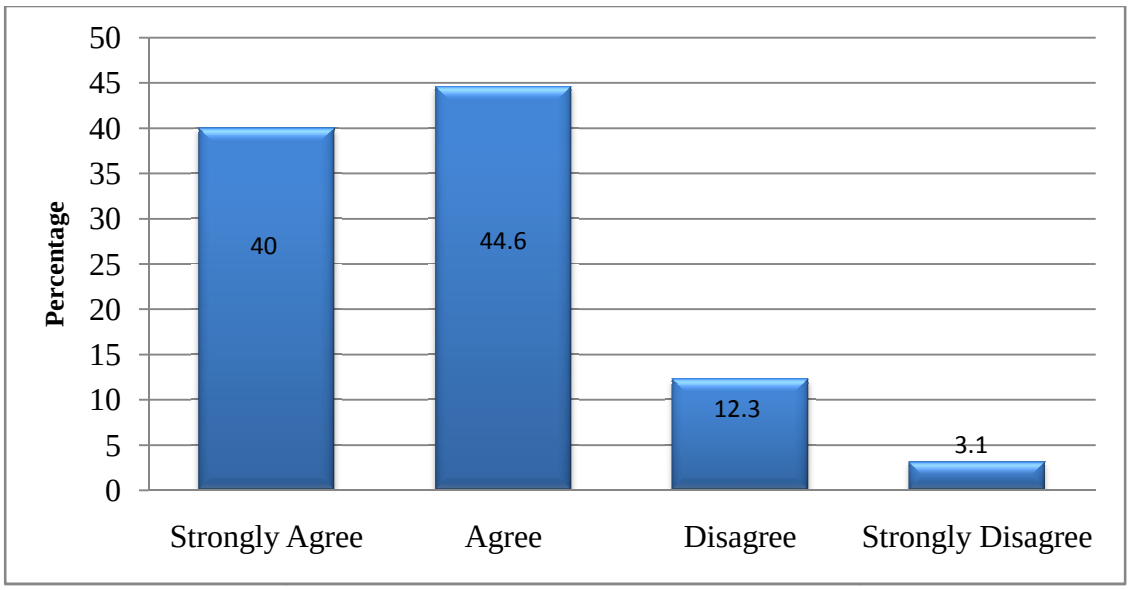


Figure 6.3.9 The Administrative structure and staffing pattern in a Junior College is different than that of Senior College.

40% stakeholders strongly agree and 44.62% stakeholders agree it means that overall 85% participants or stakeholders agree with the existing administrative structure and staffing pattern in a Junior College and 12.31% disagree and 3.98% strongly disagree with this statement.

There is a huge difference between the administrative structure and staffing pattern in the junior college attached to the senior college. There is definitely some kind of administrative structure in junior college where in the post of supervisor and vice principal are created. But they do not have administrative powers because the principal of the senior college is the costroling authority. There is no provision of separate clerical staff for junior college.

Table 6.3.10 Wide chasm between Junior and Senior College staff members due to lack of uniformity in working hours, workload and pay scales.

Particulars		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	23	35.4	35.4	35.4
	Agree	30	46.2	46.2	81.5
	Disagree	5	7.7	7.7	89.2
	Strongly Disagree	3	4.6	4.6	93.8
	Undecided	4	6.2	6.2	100.0
	Total	65	100.0	100.0	

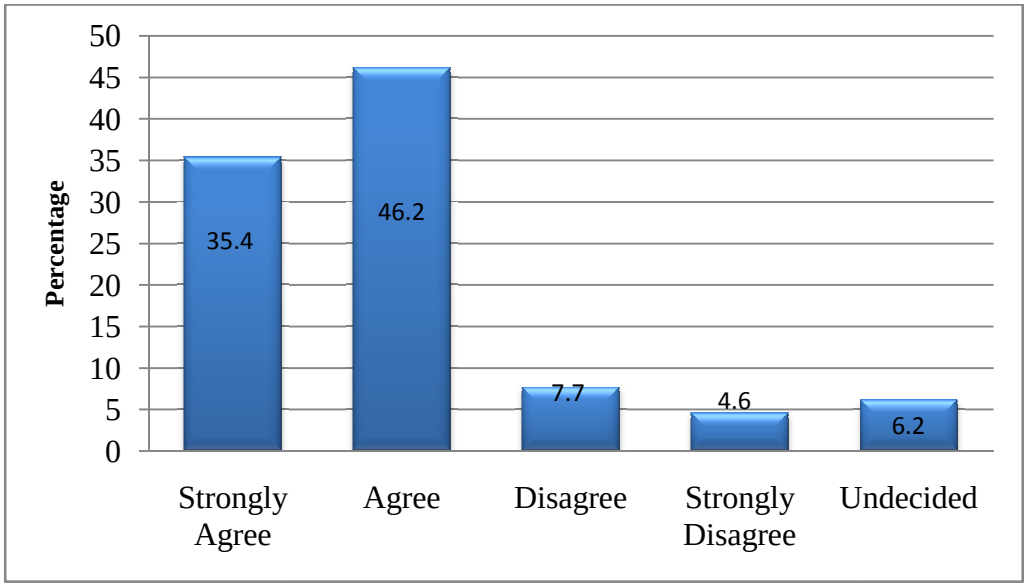


Figure 6.3.10 Wide chasm between Junior and Senior College staff members due to lack of uniformity in working hours, workload and pay scales.

It is universal truth that there is no uniformity in working hours, pay scales only because both the wings are governed by two separate competent authorities. Earlier the qualification norms were similar to both sections but later on major changes took place and the kind of superiority complex developed amongst senior college teachers. Perhaps that is the reason for widening the gap between senior and junior college teachers. Unfortunately it kept on increasing due to pay scale, work - load norms and the kind of educational amenities the senior college teachers used to enjoy. Even today the same feeling of being superior continues, hence there is a need of the creation of junior college as an independent unit and the same is expressed through this poll by the important stakeholders.

Table 6.3.11 The priorities of the management and the organization structure appears biased and favoring the senior Colleges, than the Junior Colleges.

Particulars	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	17	26.2	26.2	26.2
Agree	25	38.5	38.5	64.6
Disagree	18	27.7	27.7	92.3
Strongly Disagree	4	6.2	6.2	98.5
Undecided	1	1.5	1.5	100.0
Total	65	100.0	100.0	

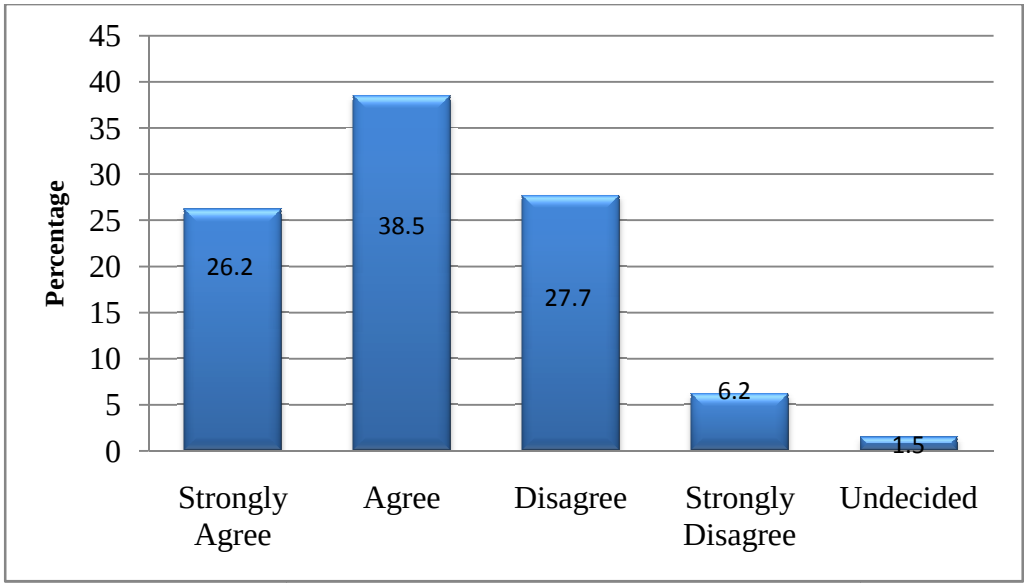


Figure 6.3.11 The priorities of the management and the organization structure appears biased and favoring the senior Colleges, than the Junior Colleges.

Significant inclination of the participants is seen towards the priorities of the management and the organization structure which appears biased and favoring the Senior Colleges than the Junior Colleges 26.2% participants strongly agree and 38.46% participants agree the positive response on the contrary only 27.7% participants disagree and 6.2% showed the negative response.

The management approach and attitude is justified through this response and it may be because there is no financial aid from the government of Maharashtra for academics, sports or curricular activities. The budget of the senior college hampers because of the strength of junior college students. So the trend to give priorities to senior college problems is very natural.

Table 6.3.12 There is a feeling of tight rope walk for the head of the Junior College staff to interact with the management every academic year in Junior College.

Particulars	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	12	18.5	18.5	18.5
Agree	27	41.5	41.5	60.0
Disagree	22	33.8	33.8	93.8
Strongly Disagree	2	3.1	3.1	96.9
Undecided	2	3.1	3.1	100.0
Total	65	100.0	100.0	

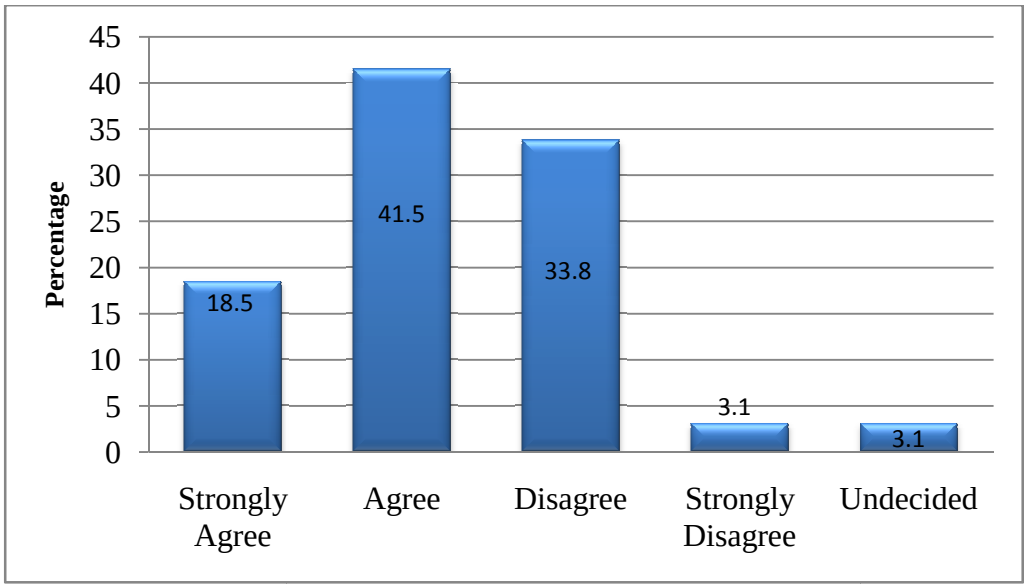


Figure 6.3.12 There is a feeling of tight rope walk for the head of the Junior College staff to interact with the management every academic year in Junior College.

It differs from management to management. 33.8% stake holders disagree with this issue. But 18.5% stakeholders show strong desire and favoured this statement.

Table 6.3.13 Separate identity of Junior College can ensure effective administration with assured academic consistency, stability, growth and development.

Particulars	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	40	61.5	61.5	61.5
Agree	20	30.8	30.8	92.3
Disagree	4	6.2	6.2	98.5
Strongly Disagree	1	1.5	1.5	100.0
Total	65	100.0	100.0	

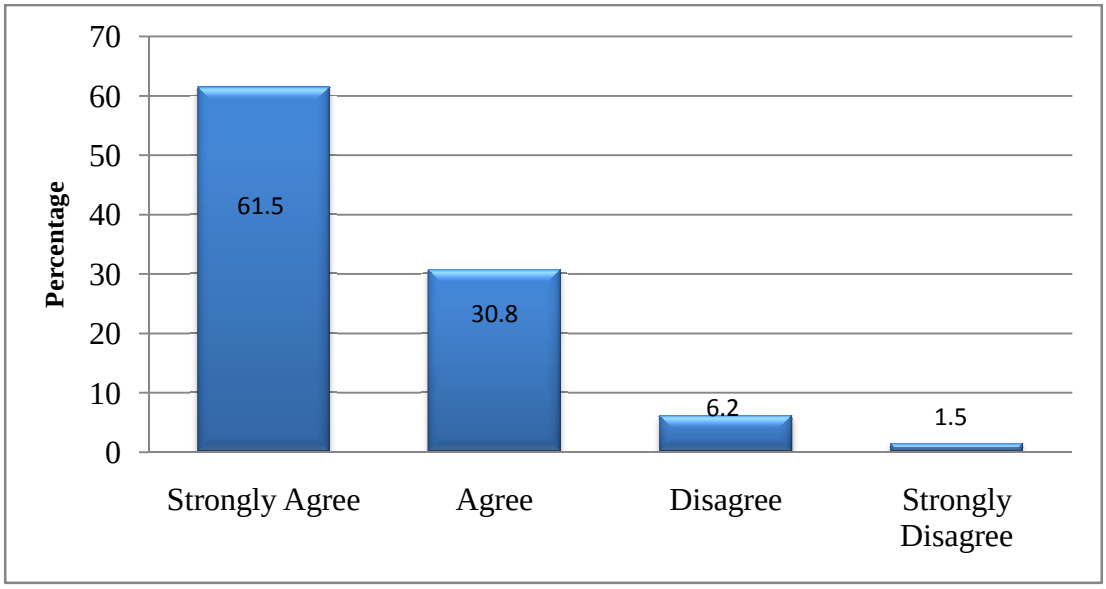


Figure 6.3.13 Separate identity of Junior College can ensure effective administration with assured academic consistency, stability, growth and development.

Very less number of participants disagree with this separate identity of Junior College which can ensure effective administration with assured academic consistency, stability, growth and development. But significant positive responses are there from the participants where in 61.5% + 30.8% are very much in favour of this separate identity of Junior colleges.

Considering the administrative, educational, linguistic and financial problems of junior colleges either attached to the school or colleges, it is the need of hour to give a thought to separate the 10+2 from administrative clutches of the existing administration to enable the teachers and the students to undertake various educational and innovative programs to cater the needs of the students. Let the destination of junior college campus be a center of career development for the junior college students.

The attachment of +2 to either of the section prevents and prohibits academic enhancement of the concerned stake holders. Because they are constantly under the control of the 'third party' who is least bothered for the changes of +2 simply because their main concern is to shoulder the responsibility for which they are appointed. Administration of +2 to these stake holders is just like additional charge given to them. It is experienced and observed objectively also that their main focus is towards the problems of senior college only.

Therefore the majority of the stakeholders have opined that all the concerned authorities should come together to re-think and re-shuffle the overall administration of +2 where in junior college administration gets the privilege of academic consistency, stability, growth and development.

Table 6.3.14 Overlapping and duplication of administrative functions are observed in Junior College attached to Senior College. This can be avoided by separation of the Junior College from the Senior College.

Particulars	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	26	40.0	40.0	40.0
Agree	32	49.2	49.2	89.2
Disagree	5	7.7	7.7	96.9
Strongly Disagree	1	1.5	1.5	98.5
Undecided	1	1.5	1.5	100.0
Total	65	100.0	100.0	

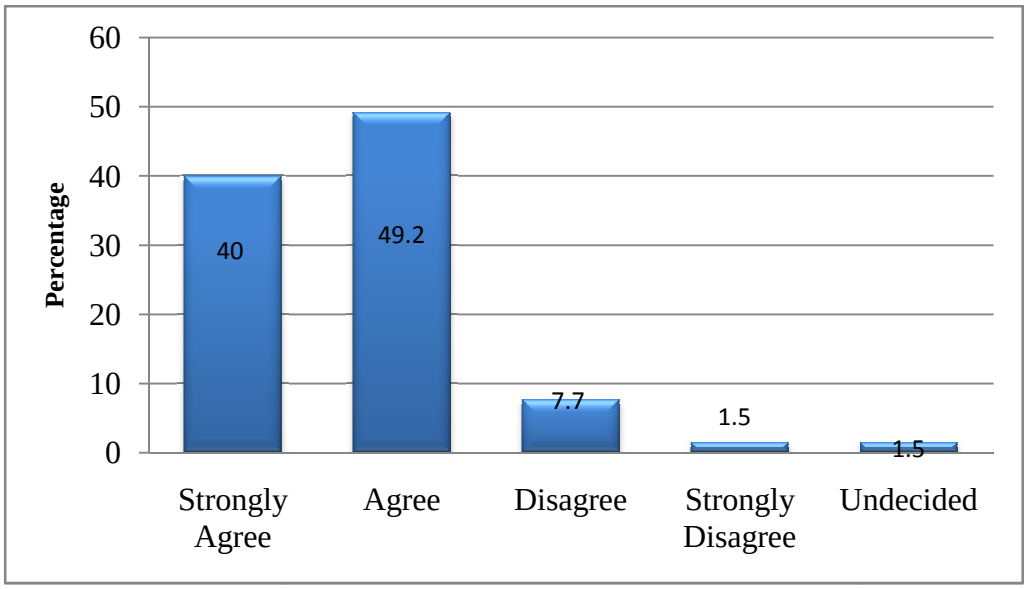


Table 6.3.14 Overlapping and duplication of administrative functions are observed in Junior College attached to Senior College. This can be avoided by separation of the Junior College from the Senior College.

The stakeholders agree with the overlapping and duplication of administrative functions which is mainly observed in Junior College attached to Senior College. This can be avoided by separation of the Junior College from the Senior College. The percentage of positive response is almost 89.2% (40% + 49.2%)

The separation of the junior college from senior wing will enable the Principals to give more time to their own problems. The duplication of work can be avoided.

Q. Separate identity of Junior College can ensure effective administration with assured academic consistency, stability, growth and development.

H_0: Separate identity of Junior College cannot ensure effective administration with assured academic consistency, stability, growth and development. against

H_1 : Separate identity of Junior College can ensure effective administration with assured academic consistency, stability, growth and development.

Particulars	**Observed Frequency (o_i)**	**Expected Frequency (e_i)**	$\frac{o_i^2}{e_1}$
Strongly Agree	40	13	123.0769231
Agree	20	13	30.76923077
Undecided	0	13	0
Disagree	4	13	1.230769231
Strongly disagree	1	13	0.076923077
Total	65	65	155.1538462

Here N= 65 90.15384615

Chi square(4)= 9.488 Table value at 5% Level of significance

Chi square cal. > Chi square table

Reject H_0

Here the sample size is 65.

As chi-square calculated value is greater than chi-square tabulated value we reject the null hypothesis H_0 at 4 degrees of freedom and 5% level of significance and accept the alternate hypothesis H_1 i.e. Separate identity of Junior College can ensure effective administration with assured academic consistency, stability, growth and development.

Table 6.3.15 The Administrative Heads of Junior College attached to Senior College are more focused on the Senior Colleges than on Junior Colleges. There should be separate staffing pattern and considerable autonomy to the administrative staff responsible for the functioning of the junior College attached to the Senior College.

Particulars	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	28	43.1	43.1	43.1
Agree	29	44.6	44.6	87.7
Disagree	6	9.2	9.2	96.9
Strongly Disagree	1	1.5	1.5	98.5
Undecided	1	1.5	1.5	100.0
Total	65	100.0	100.0	

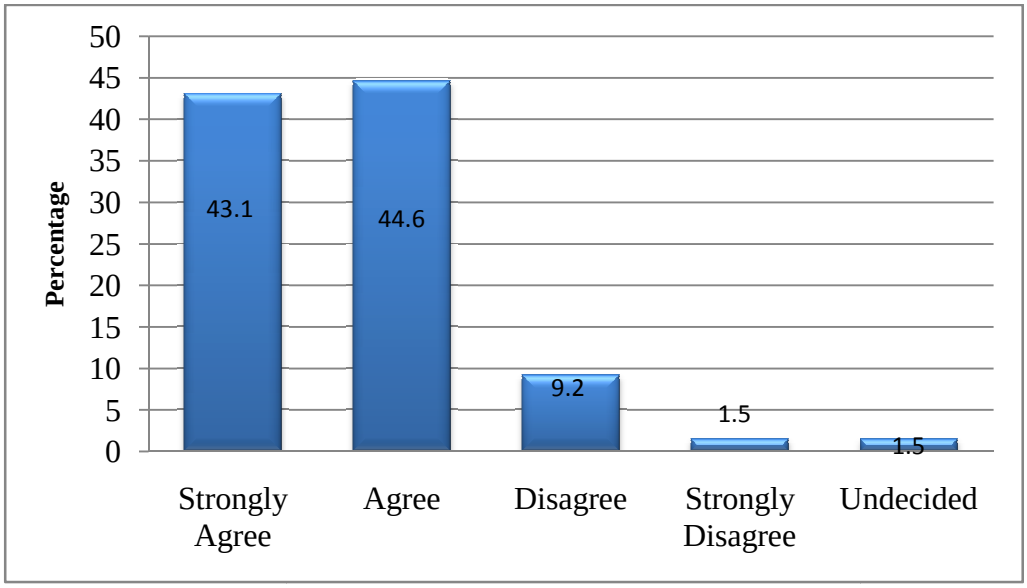


Figure 6.3.15 The Administrative Heads of Junior College attached to Senior College are more focused on the Senior Colleges than on Junior Colleges. There should be separate staffing pattern and considerable autonomy to the administrative staff responsible for the functioning of the junior College attached to the Senior College.

Significant positive response is found from the respondents. 43.1% strongly agree and 44.6% agree with the above mentioned issue. There should be separate staffing pattern and considerable autonomy to the administrative staff responsible for the

functioning of the Junior College attached to the Senior College. Only 9.2% disagree and 1.5 strongly disagrees with this.

If we consider the above mentioned % of strongly agree and agree category from the stakeholders, it is evident from the fact that separate pattern in terms of administration is must. The total % comes 87.7% which shows the positive approach and attitude of the stake holders. The principals of integrated colleges ca focus more on the problems of senior college if this detachment is approved by the state government officials.

Table 6.3.16 The recruitment rules and regulations are not matching with the rules and regulations with that of Senior College. The inequality of the rules creates discrimination with the administrative cadres.

Particulars	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	24	36.9	36.9	36.9
Agree	35	53.8	53.8	90.8
Disagree	5	7.7	7.7	98.5
Undecided	1	1.5	1.5	100.0
Total	65	100.0	100.0	

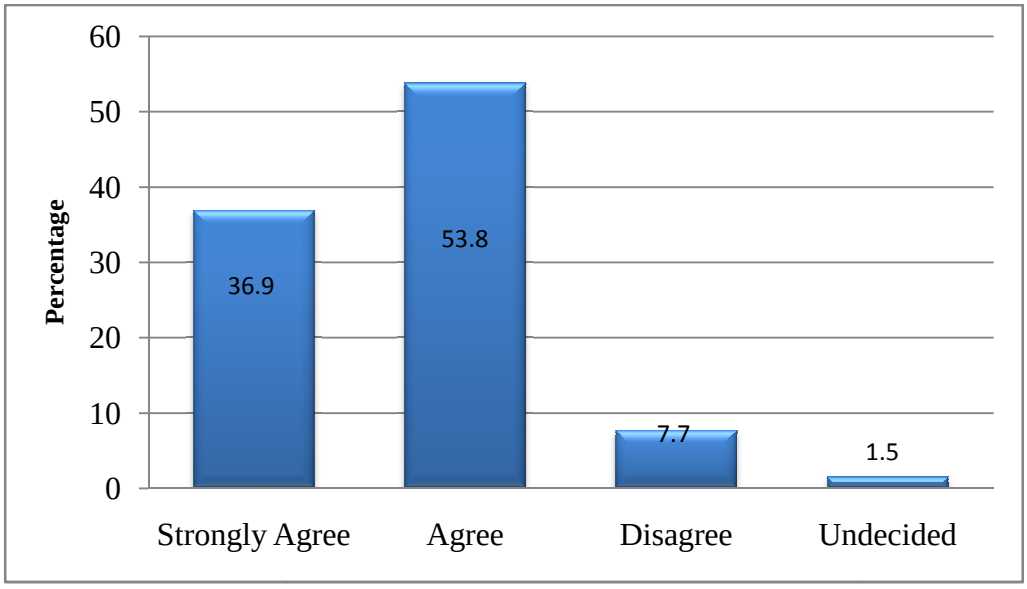


Figure 6.3.16 The recruitment rules and regulations are not matching with the rules and regulations with that of Senior College. The inequality of the rules creates discrimination with the administrative cadres.

The stakeholders response to this issue is very positive(53.8% agree and 36.9% strongly agree) The recruitment rules and regulations are not matching with the rules and regulations with that of Senior College. The inequality of the rules have created discrimination with the administrative cadres.

Q. The recruitment rules and regulations are not matching with the rules and regulations with that of Senior College. The inequality of the rules creates discrimination with the administrative cadres.

H_0 : The recruitment rules and regulations are matching with the rules and regulations with that of Senior College. The inequality of the rules create discrimination with the administrative cadres. against

H_1 : The recruitment rules and regulations are not matching with the rules and regulations with that of Senior College. The inequality of the rules create discrimination with the administrative cadres.

Particulars	**Observed Frequency (o_i)**	**Expected Frequency (e_i)**	$\frac{o_i^2}{e_1}$
Strongly Agree	24	13	44.30769231
Agree	35	13	94.23076923
Undecided	0	13	0
Disagree	5	13	1.923076923
Strongly disagree	1	13	0.076923077
Total	65	65	140.5384615

Here N= 65 75.53846154

Chi square(4)= 9.488 Table value at 5% Level of significance

Chi square cal. > Chi square table

Reject H_0

Here the sample size is 65.

As chi-square calculated value is greater than chi-square tabulated value we reject the null hypothesis H_0 at 4 degrees of freedom and 5% level of significance and accept the alternate hypothesis H_1 i.e. the recruitment rules and regulations are not matching with the rules and regulations with that of Senior College. The inequality of the rules create discrimination with the administrative cadres.

Table 6.3.17 Disciplinary and regulatory authorities are lenient towards senior college staff as compared to the junior college staff. The Administrative Staff can benefit by 'administrative separation' of Junior Colleges from the attachment of the Senior College.

Particulars	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	14	21.5	21.5	21.5
Agree	36	55.4	55.4	76.9
Disagree	11	16.9	16.9	93.8
Undecided	4	6.2	6.2	100.0
Total	65	100.0	100.0	

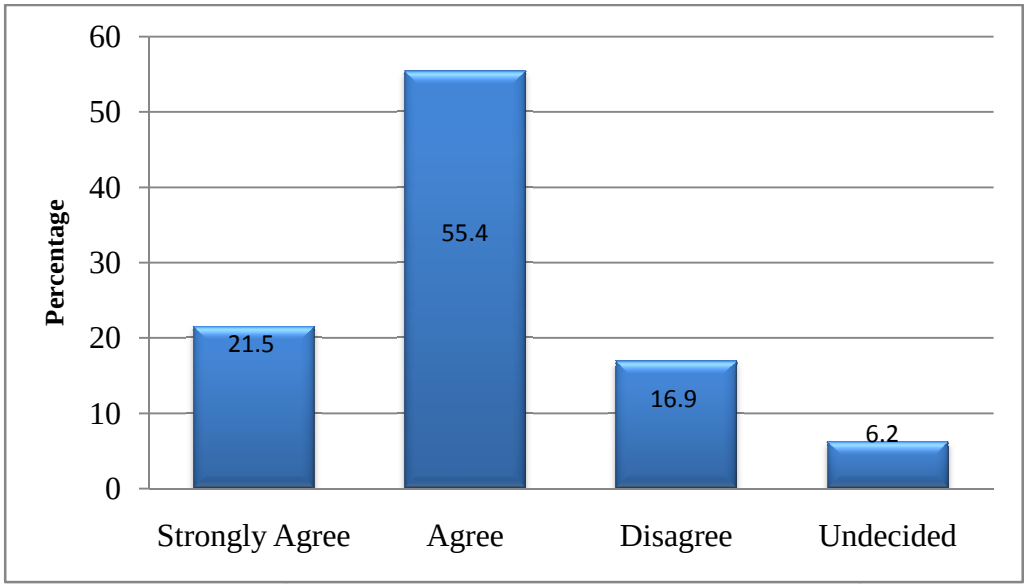


Figure 6.3.17 Disciplinary and regulatory authorities are lenient towards senior college staff as compared to the junior college staff. The Administrative Staff can benefit by 'administrative separation' of Junior Colleges from the attachment of the Senior College.

Table No. 6.3.17 Shows that the 55.4% stakeholders agree and 21.5% strongly agree with the statement that disciplinary and regulatory authorities are lenient towards Senior College staff as compared to the Junior College staff. The administrative staff can benefit by administrative separation of Junior Colleges from the attachment of the Senior Colleges. 16.9% disagree and 6.2% are confused.

Table 6.3.18 Administrative inconveniences are caused while organizing board examinations and university examinations in Junior Colleges attached to the Senior Colleges.

Respondent's Choice	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	28	43.1	43.1	43.1
Agree	26	40.0	40.0	83.1
Disagree	7	10.8	10.8	93.8
Strongly Disagree	2	3.1	3.1	96.9
Undecided	2	3.1	3.1	100.0
Total	65	100.0	100.0	

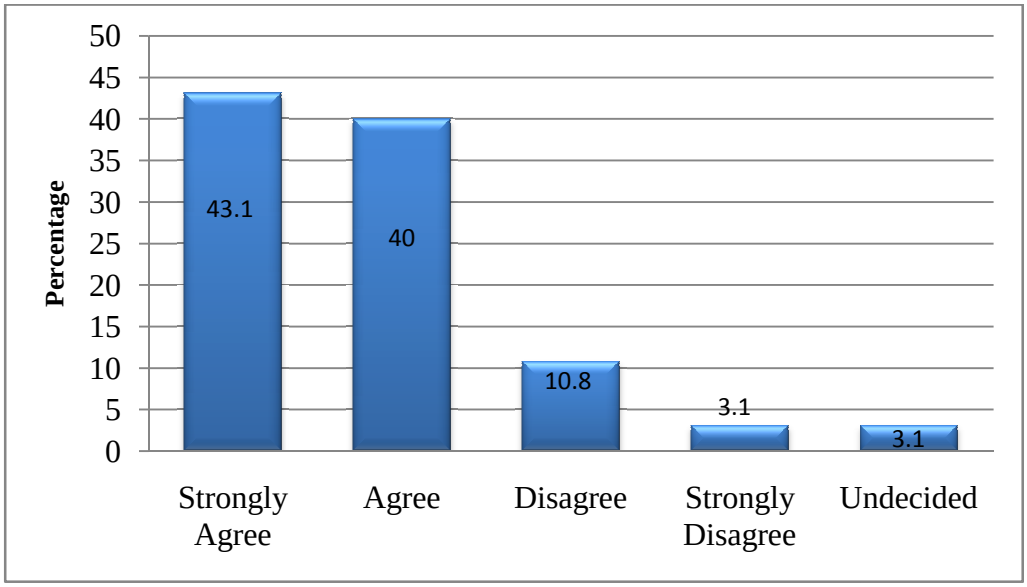


Figure 6.3.18 Administrative inconveniences are caused while organizing board examinations and university examinations in Junior Colleges attached to the Senior Colleges.

In table 6.3.18 Out of 65 respondents 28 strongly agree and 26 agree with the statement that the administrative inconveniences are caused while organizing board examinations and university examinations in Junior Colleges attached to the Senior Colleges but 10.8% disagree and 3.1% strongly disagree.

Unfortunately there is no co-ordination between the examination authorities viz. the university and the state board. The overlapping in the examination schedule makes a loss to both the sections but more particularly to the junior college. The younger ones are always taken for granted and their mental aptitude is never considered. There is no proper co-ordination between the HSC Board and University authorities as such. Probably this has become a status symbol for both the competent authorities. It is expected that both the authorities and co-operate at both the levels.

Q. Administrative inconveniences are caused while organizing board examinations and university examinations in Junior Colleges attached to the Senior Colleges.

H_0 : Administrative inconveniences are not caused while organizing board examinations and university examinations in Junior Colleges attached to the Senior Colleges. against

H_1 : Administrative inconveniences are caused while organizing board examinations and university examinations in Junior Colleges attached to the Senior Colleges.

Respondent's Choice	**Observed Frequency (o_i)**	**Expected Frequency (e_i)**	$\frac{o_i^2}{e_1}$
Strongly Agree	28	13	60.30769231
Agree	26	13	52
Undecided	2	13	0.307692308
Disagree	7	13	3.769230769
Strongly disagree	2	13	0.307692308
Total	65	65	116.6923077

Here N= 65 51.69230769

Chi square(4)= 9.488 Table value at 5% Level of significance

Chi square cal. > Chi square table

Reject H_0

Here the sample size is 65.

As chi-square calculated value is greater than chi-square tabulated value we reject the null hypothesis H_0 at 4 degrees of freedom and 5% level of significanceand accept the alternate hypothesis H_1 i.e. administrative inconveniences are caused while organizing board examinations and university examinations in Junior Colleges attached to the Senior Colleges.

Table 6.3.19 Incentives, study leave, deputation and other academic benefits are not available in Junior College as compared to Senior College. The junior teaching staff members are not provided with the necessary infra-structure and support for the academic development and enhancement.

Respondent's Choice	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	32	49.2	49.2	49.2
Agree	28	43.1	43.1	92.3
Disagree	5	7.7	7.7	100.0
Total	65	100.0	100.0	

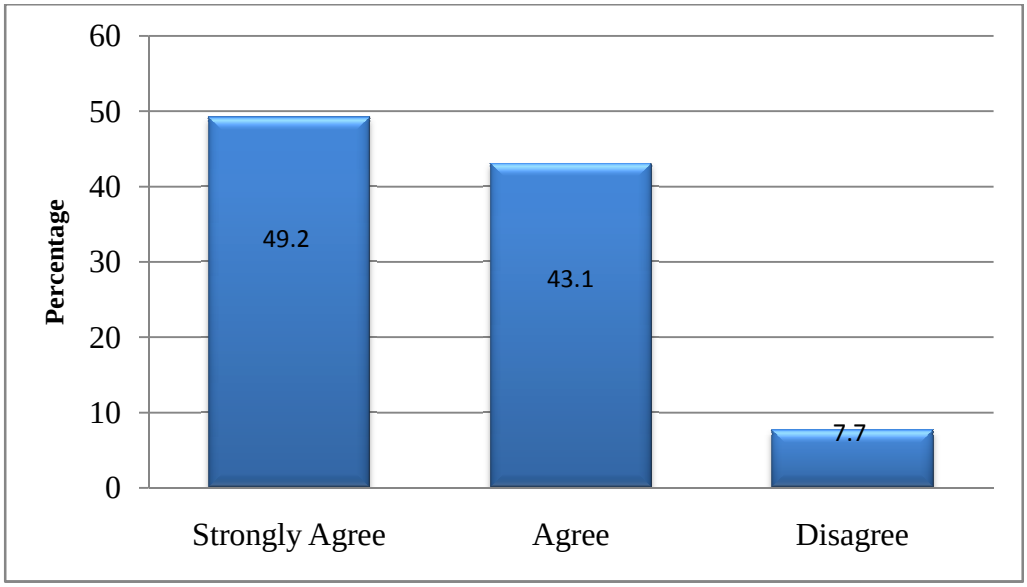


Figure 6.3.19 Incentives, study leave, deputation and other academic benefits are not available in Junior College as compared to Senior College. The junior teaching staff members are not provided with the necessary infra-structure and support for the academic development and enhancement.

In table 6.3.19 only 7.7% out of the total respondents disagree with the incentives, study leave, deputation and other academic benefits to be given to Junior College teachers as compared to Senior College. The junior college teaching staff members are not provided with the necessary infra structure and support for the academic development and enhancement. 49.2% strongly agree and 43.1% respondents show their coillingness for such academic benefits.

This is the greatest mockery 10 + 2 system of education. It is demoralizing for the teachers of junior college simply because they work together under one roof. Where senior college also work with them. The state government have deprived Junior college teachers from incentives, study - leaves, deputation as it is given to senior college staff. Nobody till this date through of such academic benefits which can be easily given to Junior college teachers.

The respondents have clearly given their consent to this issue very favourably.

Q. Incentives, study leave, deputation and other academic benefits are not available in Junior College as compared to Senior College.

The junior college teaching staff members are not provided with the necessary infra-structure and support for the academic development and enhancement.

H_0: Incentives, study leave, deputation and other academic benefits are available in Junior College as compared to Senior College. The junior teaching staff members are not provided with the necessary infra-structure and support for the academic development and enhancement. against

H_1 : Incentives, study leave, deputation and other academic benefits are not available in Junior College as compared to Senior College. The junior college teaching staff members are not provided with the necessary infra-structure and support for the academic development and enhancement.

Respondent's Choice	**Observed Frequency (o_i)**	**Expected Frequency (e_i)**	$\frac{o_i^2}{e_1}$
Strongly Agree	32	13	78.16923077
Agree	28	13	60.30769231
Undecided	0	13	0
Disagree	5	13	1.923076923
Strongly disagree	0	13	0
Total	65	65	141

Here N= 65 76
Chi square(4)= 9.488 Table value at 5% Level of significance
Chi square cal. > Chi square table
Reject H_0

Here the sample size is 65.

As chi-square calculated value is greater than chi-square tabulated value we reject the null hypothesis H_0 at 4 degrees of freedom and 5% level of significance and accept the alternate hypothesis H_1 i.e. incentives, study leave, deputation and other academic benefits are not available in Junior College as compared to Senior College. The junior teaching staff members are not provided with the necessary infra-structure and support for the academic development and enhancement.

Table 6.3.20 The lack of coordination between the various statutory authorities such as Universities, Education Department, HSC Board and Educational Ministry leads to several problems and overlapping work.

Respondent's Choice	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	22	33.8	33.8	33.8
Agree	32	49.2	49.2	83.1
Disagree	10	15.4	15.4	98.5
Undecided	1	1.5	1.5	100.0
Total	65	100.0	100.0	

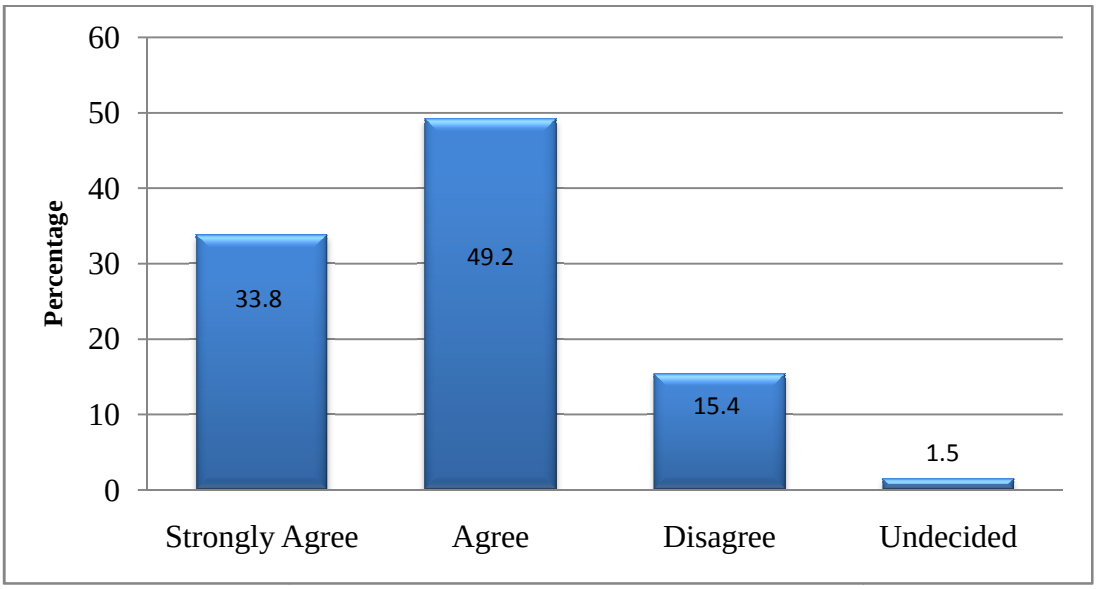


Figure 6.3.20 The lack of coordination between the various statutory authorities such as Universities, Education Department, HSC Board and Educational Ministry leads to several problems and overlapping work.

The lack of co-ordination between the various statutory authorities such as Universities, Education Dept, HSC Board and Education Ministry leads to several problems and overlapping work. 49.23% respondents agree with this and 33.8% strongly agree whereas only 15.4% showed negative response.

Q. The lack of coordination between the various statutory authorities such as Universities, Education Department, HSC Board and Educational Ministry leads to several problems and overlapping work.

H_0 : The lack of coordination between the various statutory authorities such as Universities, Education Department, HSC Board and Educational Ministry does not lead to several problems and overlapping work. against

H_1 : The lack of coordination between the various statutory authorities such as Universities, Education Department, HSC Board and Educational Ministry leads to several problems and overlapping work.

Respondent's Choice	**Observed Frequency (o_i)**	**Expected Frequency (e_i)**	$\frac{o_i^2}{e_1}$
Strongly Agree	22	13	37.23076923
Agree	32	13	78.76923077
Undecided	1	13	0.076923077
Disagree	10	13	7.692307692
Strongly disagree	0	13	0
Total	65	65	123.7692308

Here N= 65 58.76923077

Chi square(4)= 9.488 Table value at 5% Level of significance

Chi square cal. > Chi square table

Reject H_0

Here the sample size is 65.

As chi-square calculated value is greater than chi-square tabulated value we reject the null hypothesis H_0 at 4 degrees of freedom and.5% level of significance and accept the alternate hypothesis H_1 i.e. The lack of coordination between the various statutory authorities such as Universities, Education Department, HSC Board and Educational Ministry leads to several problems and overlapping work.

Table 6.3.21 Ignorance of rules, regulations and statutory GR's leads to confusion, whereas existing policies, rules and regulations need to be reviewed and reconsidered. The career advancement can be linked with in service training. It is necessary to positively initiate training, orientation and refreshers.

Respondent's Choice	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	21	32.3	32.3	32.3
Agree	42	64.6	64.6	96.9
Disagree	2	3.1	3.1	100.0
Total	65	100.0	100.0	

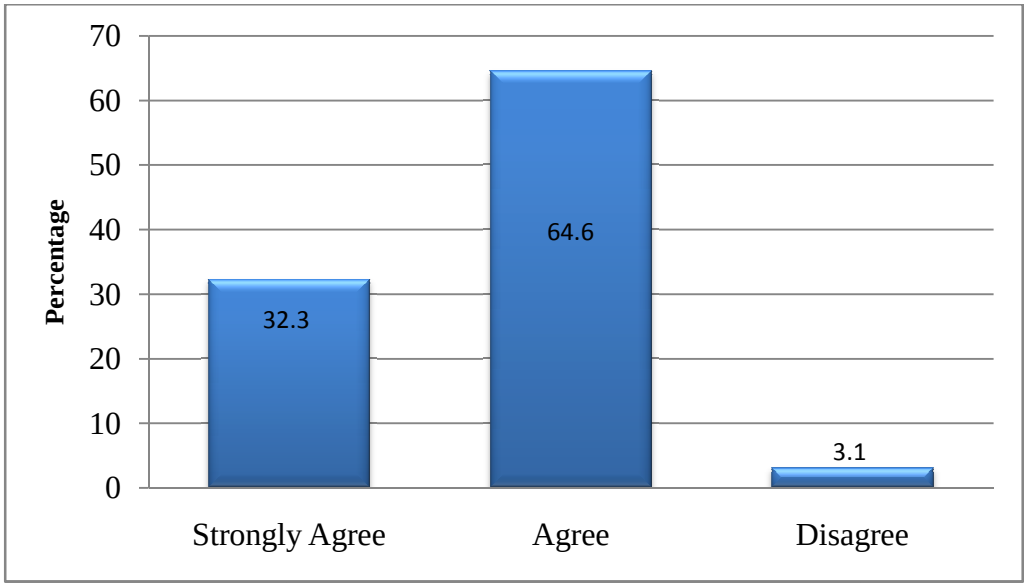


Figure 6.3.21 Ignorance of rules, regulations and statutory GR's leads to confusion, whereas existing policies, rules and regulations need to be reviewed and reconsidered. The career advancement can be linked with in service training. It is necessary to positively initiate training, orientation and refreshers.

In 6.3.21 table 64.62% Respondents agree and 32.31% strongly agree with ignorance of rules, regulations and statutory GR's leads to confusion, whereas existing policies, rules and regulations need to be reviewed and reconsidered. The career advancement can be linked with in service training. It is necessary to positively initiate training, orientation and refreshers. Only 3.1% disagree.

The best example of this confusing regulation is the discrimination made between B.Ed. and D.H.E. course. If B.Ed. is made compulsory then as to why D.H.E. course was introduced. Let us not compromise on educational qualifications by replacing degree to diploma i.e. B.Ed. to D.H.E. but DHE is considered equivalent to B.Ed. then one cannot say that the seniority and promotions will be decided on the basis of B.Ed. qualification. Such educational compromise is not at all good sign of any kind of academic enhancement. Another example of such confusion is the appointment of Vice - Principal where date of appointment and the professional educational qualification was always at stake. The various government resolutions is a documentary evidence to this issue.

The career advancement needs to be linked with new orientation, refresher courses. All these courses should be in accordance with the present curriculum and also with probable changes to be made in future. Such courses will always motivate the teachers and in turn the students also. The latest trends should be given priority in the curriculum of std XI and XI as well.

Table 6.3.22 There is a lot of cumbersome paper work and un-warranted record keeping resulting into unreasonable delay in sanctioning selection grade, transfer, promotion, etc.

Respondent's Choice	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	16	24.6	24.6	24.6
Agree	39	60.0	60.0	84.6
Disagree	7	10.8	10.8	95.4
Strongly Disagree	1	1.5	1.5	96.9
Undecided	2	3.1	3.1	100.0
Total	65	100.0	100.0	

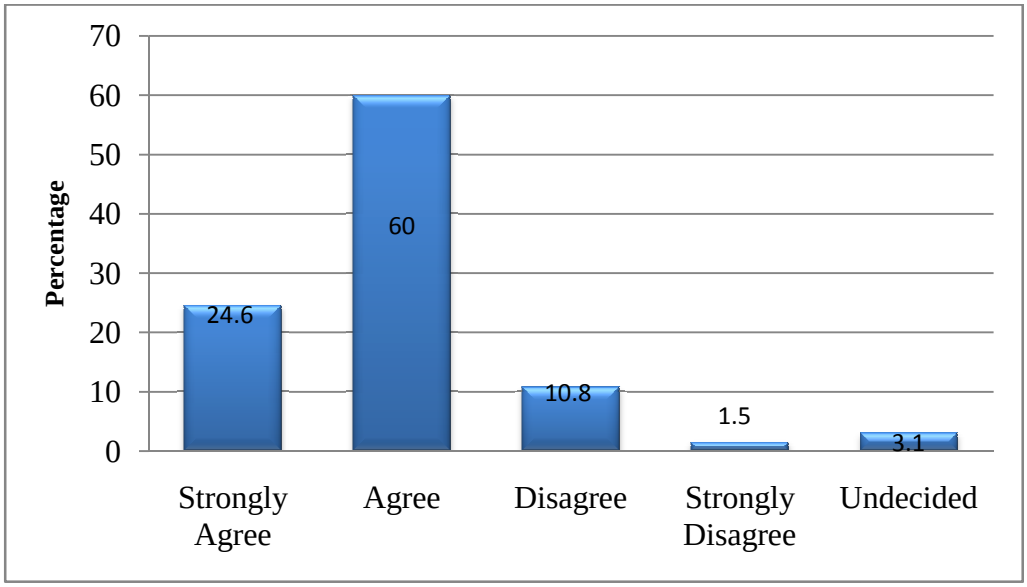


Figure 6.3.22 There is a lot of cumbersome paper work and un-warranted record keeping resulting into unreasonable delay in sanctioning selection grade, transfer, promotion, etc.

In table 6.3.22 Out of total respondents 60% agree and 24.6 strongly agree with this statement that there is a lot of cumbersome paper work and un-warranted record keeping resulting into unreasonable delay sanctioning selection grade, transfer promotion etc. Whereas only 13% respondents disagree with this issue.

The paradox in the system of administration is that there is no provision as such to have non-teaching staff exclusively for junior college. Whatever is available according to the staffing pattern of senior wing is partially given to the administrative support of junior colleges. The competent and government authorities keep on asking for the same and similar information again and again and the same result in unwarranted record keeping and the duplication of work which subsequently delays in sanctioning the proposals and the decisions as well. The best example of this duplication of work is "to send the information of all Junior College teachers to the Higher Secondary board every year."

Table 6.3.23 The local politics, misuse of authority and undue pressure from the authorities leads to academic disintegration and growing proportion of non-academic assignment is causing several problems from admissions, to examinations.

Respondent's Choice	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	17	26.2	26.2	26.2
Agree	30	46.2	46.2	72.3
Disagree	10	15.4	15.4	87.7
Strongly Disagree	4	6.2	6.2	93.8
Undecided	4	6.2	6.2	100.0
Total	65	100.0	100.0	

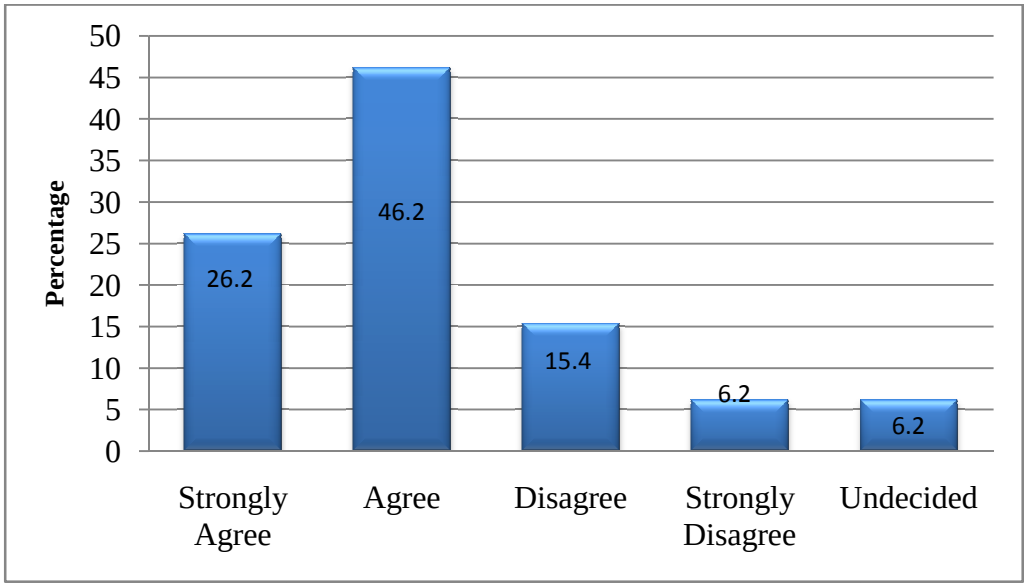


Figure 6.3.23 The local politics, misuse of authority and undue pressure from the authorities leads to academic disintegration and growing proportion of non-academic assignment is causing several problems from admissions, to examinations.

In table 6.3.23 shows 46.15% and 26.15% agree and strongly agree with the interference of local politics, misuse of authority and undue pressure from the authorities which leads to academic disintegration and growing proportion of non-

academic assignment thereby causing several problems from to admissions, to examinations.

The local politics is interested in the process of std. XI admissions. They are very curious about 'cancelled admissions', so that they can recommend their names to the college authorities. Sometimes some financial transactions also take place at the time of std XI admissions. But fortunately centralized process of std XI admissions year after year is making innovative changes that too in the interest of students. The more it becomes transparent the misuse or interference of local politics will also decrease. The same formula can be applied to other relevant issues related to 10+2 system of education.

Table 6.3.24 The integration of the Colleges is more convenient for vested interest, than necessity, at the cost of academic excellence.

Respondent's Choice	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	3	4.6	4.6	4.6
Agree	32	49.2	49.2	53.8
Disagree	19	29.2	29.2	83.1
Strongly Disagree	2	3.1	3.1	86.2
Undecided	9	13.8	13.8	100.0
Total	65	100.0	100.0	

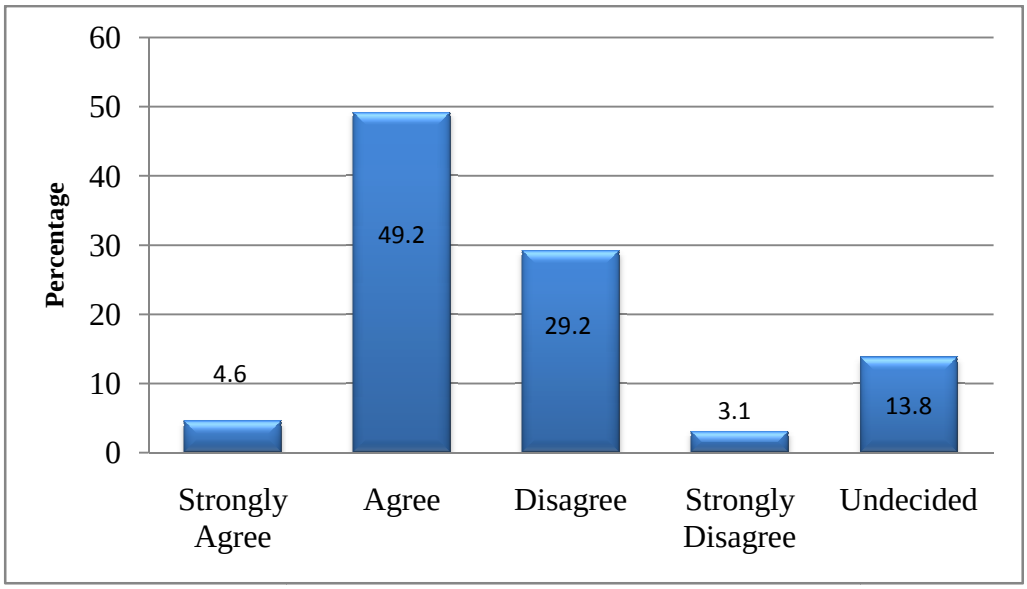


Figure 6.3.24 The integration of the Colleges is more convenient for vested interest, than necessity, at the cost of academic excellence.

In table 6.3.24 Out of total respondents 50% respondents agree with the integration of the colleges as it is more convenient for vested interest, than necessity at the cost of academic excellence.

No compromise should be made in terms of academic excellence at any level of education. Let us begin new chapter in the field of education with unbiased interest by giving autonomy to junior colleges.

Q. The integration of the Colleges is more convenient for vested interest, than necessity, at the cost of academic excellence.

H_0 : The integration of the Colleges is not more convenient for vested interest, than necessity, at the cost of academic excellence. against

H_1 : The integration of the Colleges is more convenient for vested interest, than necessity, at the cost of academic excellence.

Particulars	**Observed Frequency (o_i)**	**Expected Frequency (e_i)**	$\frac{o_i^2}{e_1}$
Strongly Agree	3	13	0.692307692
Agree	32	13	78.76923077
Undecided	9	13	6.230769231
Disagree	19	13	27.76923077
Strongly disagree	2	13	0.307692308
Total	65	65	113.7692308

Here N= 65 48.76923077

Chi square(4)= 9.488 Table value at 5% Level of significance

Chi square cal. > Chi square table

Reject H_0

Here the sample size is 65.

As chi-square calculated value is greater than chi-square tabulated value we reject the null hypothesis H_0 at 4 degrees of freedom and 5% level of significance and accept the alternate hypothesis H_1 i.e. The integration of the Colleges is more convenient for vested interest, than necessity, at the cost of academic excellence.

Table 6.3.25 The decisions of junior colleges take a lot of time to be finalized and implemented in Junior College attached to Senior College.

Respondent's Choice	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	8	12.3	12.3	12.3
Agree	28	43.1	43.1	55.4
Disagree	24	36.9	36.9	92.3
Strongly Disagree	3	4.6	4.6	96.9
Undecided	2	3.1	3.1	100.0
Total	65	100.0	100.0	

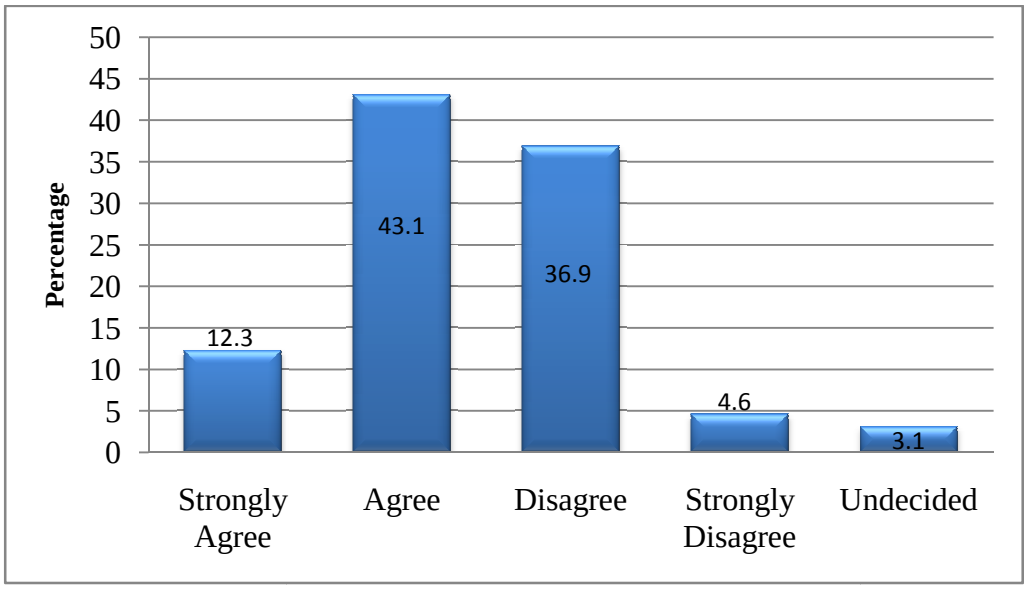


Figure 6.3.25 The decisions of junior colleges take a lot of time to be finalized and implemented in Junior College attached to Senior College.

In table 6.3.25 shows 43.08% agree and 12.31% strongly agree with this issue that the decision of Junior Colleges take a lot of time for implementation in Junior College attached to Senior College whereas 36.92% disagree and 4.62 strongly disagree.

These issues related to delayed decisions differ from college to college depending upon the personal relation between two stakeholders viz. the Principal of integrated college and the Vice - Principal of Junior College.

Table 6.3.26 There is always a consistent lack of resource management towards overall management of Junior College attached to Senior College.

Respondent's Choice	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	8	12.3	12.3	12.3
Agree	27	41.5	41.5	53.8
Disagree	26	40.0	40.0	93.8
Strongly Disagree	3	4.6	4.6	98.5
Undecided	1	1.5	1.5	100.0
Total	65	100.0	100.0	

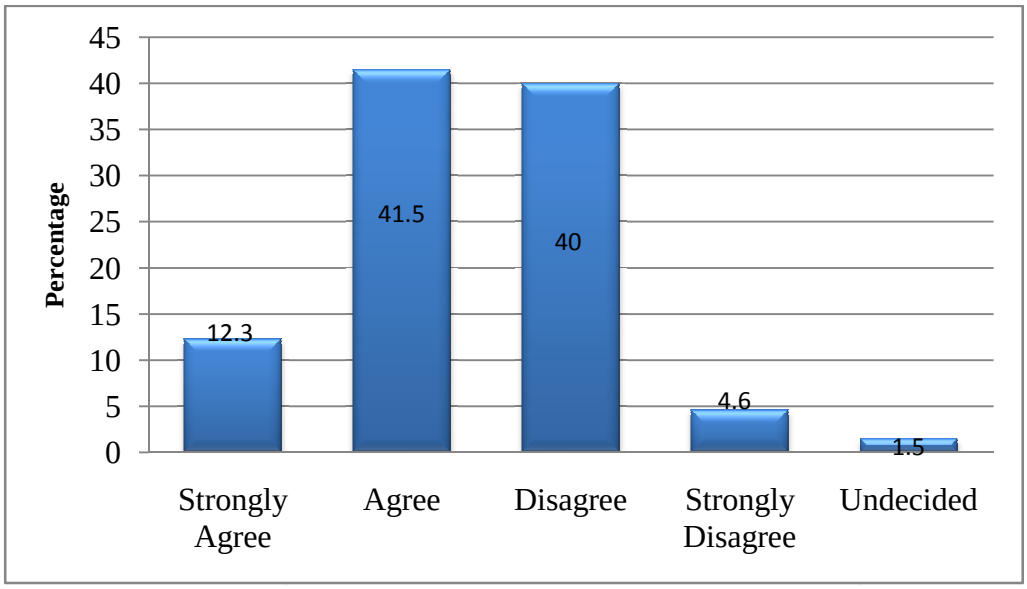


Figure 6.3.26 There is always a consistent lack of resource management towards overall management of Junior College attached to Senior College.

Table 6.3.26 indicates that around 45% out of total respondents disagree with the issue that there is always a consistent lack of resource management towards overall management of Junior College attached to Senior College whereas 12.31% respondents strongly agree and 41.54% agree with this statement which shows the positive approach of the respondents..

On the basis of the staffing pattern the non-teaching staff is appointed in junior colleges attached to senior colleges but quantity wise human resources are not provided for the smooth functioning of Junior College.

Table 6.3.27 The management treats the requirement of the Junior College secondary to that of the Senior College.

Respondent's Choice	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	9	13.8	13.8	13.8
Agree	27	41.5	41.5	55.4
Disagree	25	38.5	38.5	93.8
Strongly Disagree	2	3.1	3.1	96.9
Undecided	2	3.1	3.1	100.0
Total	65	100.0	100.0	

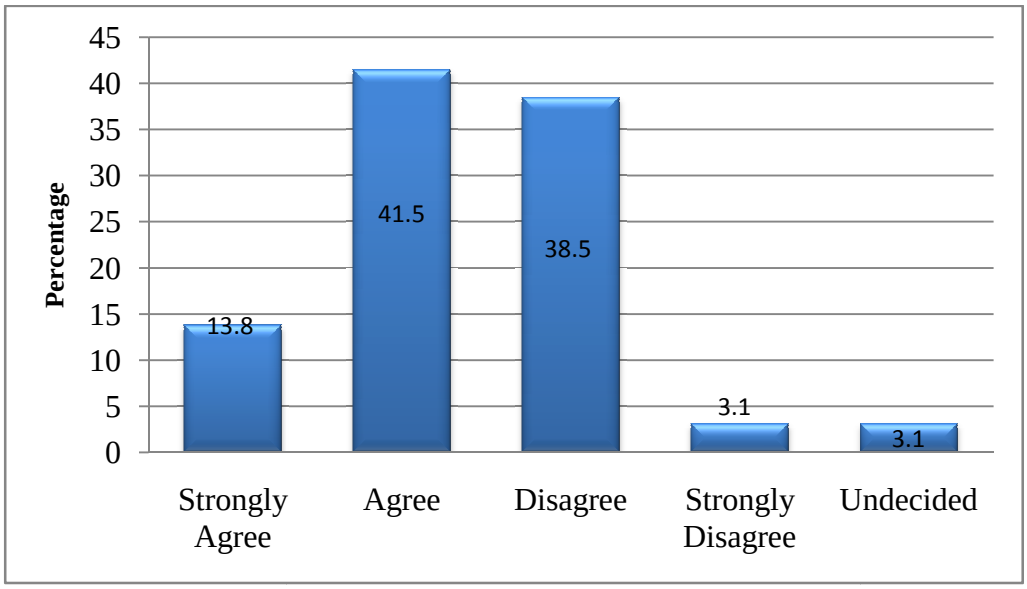


Figure 6.3.27 The management treats the requirement of the Junior College secondary to that of the Senior College.

In Table 6.3.27 shows overall positive response as the management treats the requirement of the Junior College secondary to that of the Senior College.

The awards, rewards as per UGC and university schemes are available in senior colleges whereas nothing is at the disposal of junior college. Therefore it is natural on part of the management to treat both the wings according to priority. The priority of senior wings is obviously upper most.

Table 6.3.28 The staff of Junior college has lesser access to Management as compared to the staff of Senior Colleges due to leaning priorities.

Respondent's Choice	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	14	21.5	21.5	21.5
Agree	25	38.5	38.5	60.0
Disagree	19	29.2	29.2	89.2
Strongly Disagree	5	7.7	7.7	96.9
Undecided	2	3.1	3.1	100.0
Total	65	100.0	100.0	

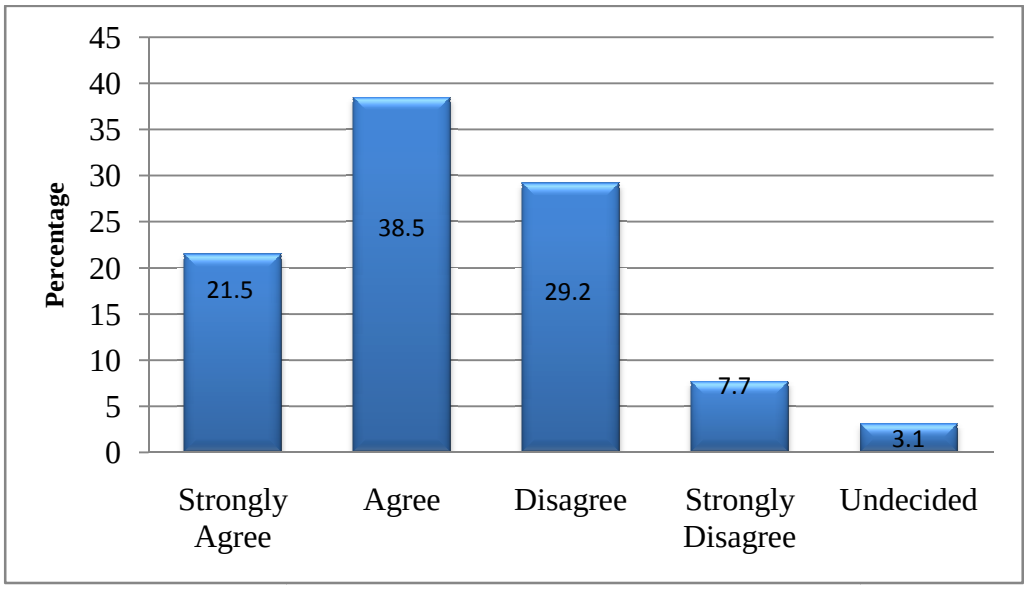


Figure 6.3.28 The staff of Junior college has lesser access to Management as compared to the staff of Senior Colleges due to leaning priorities.

Here in table 6.3.28 shows 38.46% agree and 21.24% strongly agree with this choice of the respondent that the staff of Junior College has lesser access to management as compared to the staff of Senior Colleges due to leaning priorities. 29.23% disagree and 7.69% strongly disagree with this statement.

Both the sections have 'local management committee' as per their respective law. But the representation of teaching faculty to Senior College is by way election and two representatives are elected from teaching staff and one is elected from non- teaching staff. In case of junior college only one teacher is nominated as per the seniority and too only for one academic year whereas the tenure of senior college representatives is

for three years. This shows the imbalance in representation to management. So junior college teachers or their representatives do not have any direct legal access to the management for their grievances. Naturally it is left to the whims of the existing administration. Obviously the problems of Junior College teachers are always at stake due this leaning priorities. Therefore the disintegration is the proper and natural solution to the entire issue pertaining to educational and administrative problems of 10+2 system of education.

Table 6.3.29 There seems to be deficit of budget for promoting mega events, academic activities and sports events for students in Junior College

Respondent's Choice	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	20	30.8	30.8	30.8
Agree	23	35.4	35.4	66.2
Disagree	20	30.8	30.8	96.9
Strongly Disagree	2	3.1	3.1	100.0
Total	65	100.0	100.0	

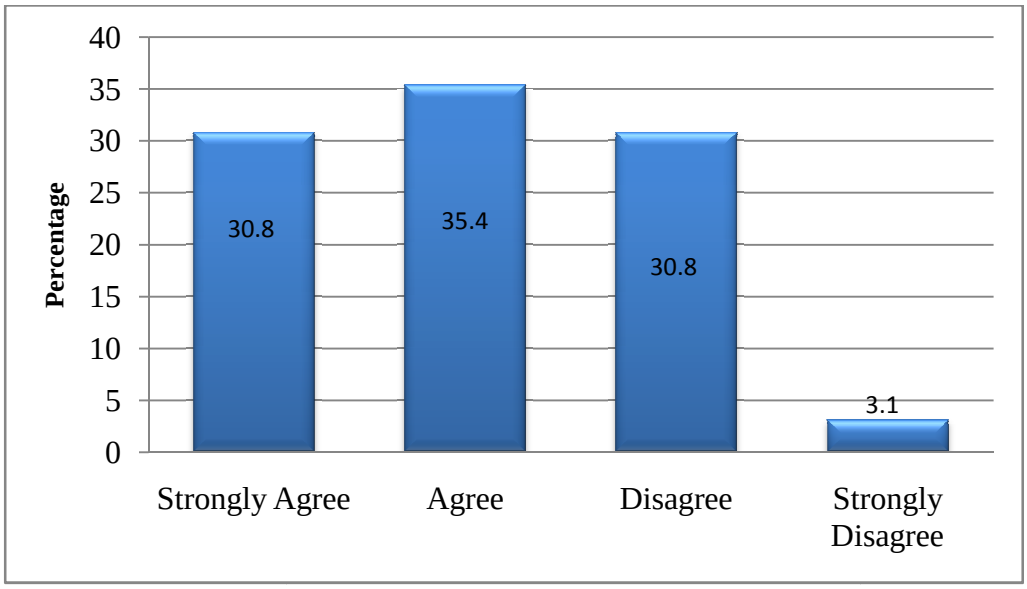


Figure 6.3.29 There seems to be deficit of budget for promoting mega events, academic activities and sports events for students in Junior College

In table 6.3.29 shows that Out of total respondents 30.77% strongly agree and 35.38% agree with this statement that there seems to be deficit of budget for promoting mega events, academic activities and sports events for students in Junior College whereas around 30.77% disagree and 3.08% strongly disagree with this issue.

Any administration can spend on the students only when there is a source of getting the funds either form the government or the stake holders like students. Law does not permit to collect or charge any extra fees beside the norms prescribed by the directorate of education. 30.8% stakeholders do not agree with this only because the same is spent from the senior college funds. But there is no uniform policy for all the

senior colleges in Pune city which affects the multi-dimensional development of junior colleges. The separation of junior colleges from senior colleges is the best solution to overcome such problems. The state government also should take initiative to arrange for the funds. This will support for the academic enhancement and better performance in sport activities also. Let there be free control committee to decide the annual fees depending upon the overall performance of any Junior College.

Q. There seems to be deficit of budget for promoting mega events, academic activities and sports events for students in Junior College

H_0 : There is no deficit of budget for promoting mega events, academic activities and sports events for students in Junior College against

H_1 : There is deficit of budget for promoting mega events, academic activities and sports events for students in Junior College

Particulars	**Observed Frequency (o_i)**	**Expected Frequency (e_i)**	$\frac{o_i^2}{e_1}$
Strongly Agree	20	13	30.76923077
Agree	23	13	40.69230769
Undecided	0	13	0
Disagree	20	13	30.76923077
Strongly disagree	2	13	0.307692308
Total	65	65	102.5384615

Here N= 65 37.53846154

Chi square(4)= 9.488 Table value at 5% Level of significance

Chi square cal. > Chi square table

Reject H_0

Here the sample size is 65.

As chi-square calculated value is greater than chi-square tabulated value we reject the null hypothesis H_0 at 4 degrees of freedom and 5% level of significance and accept the alternate hypothesis H_1 i.e. There is deficit of budget for promoting mega events, academic activities and sports events for students in Junior College

Table 6.3.30 The management of Junior College attached to Senior College face financial crunch to organize Quality Improvement Programmes.

Respondent's Choice	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	17	26.2	26.2	26.2
Agree	21	32.3	32.3	58.5
Disagree	23	35.4	35.4	93.8
Strongly Disagree	3	4.6	4.6	98.5
Undecided	1	1.5	1.5	100.0
Total	65	100.0	100.0	

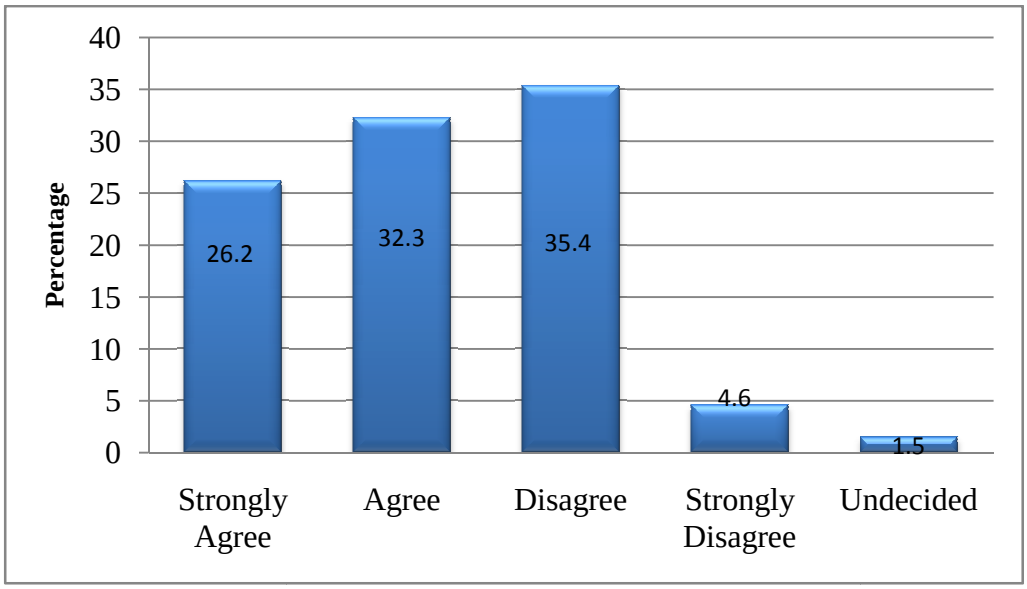


Figure 6.3.30 The management of Junior College attached to Senior College face financial crunch to organize Quality Improvement Programmes.

Table 6.3.30 shows Mixed responses from the stakeholders to prove that the management of Junior College attached to Senior College face financial crunch to organize quality improvement programmes. 26.15% strongly agree and 32.31% agree whereas 35.38% disagree and 4.62% strongly disagree.

Table 6.3.31 The management could enhance the attention required to build team unity and spirit among the personnel in the Junior College attached to Senior College.

Respondent's Choice	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	10	15.4	15.4	15.4
Agree	42	64.6	64.6	80.0
Disagree	10	15.4	15.4	95.4
Strongly Disagree	2	3.1	3.1	98.5
Undecided	1	1.5	1.5	100.0
Total	65	100.0	100.0	

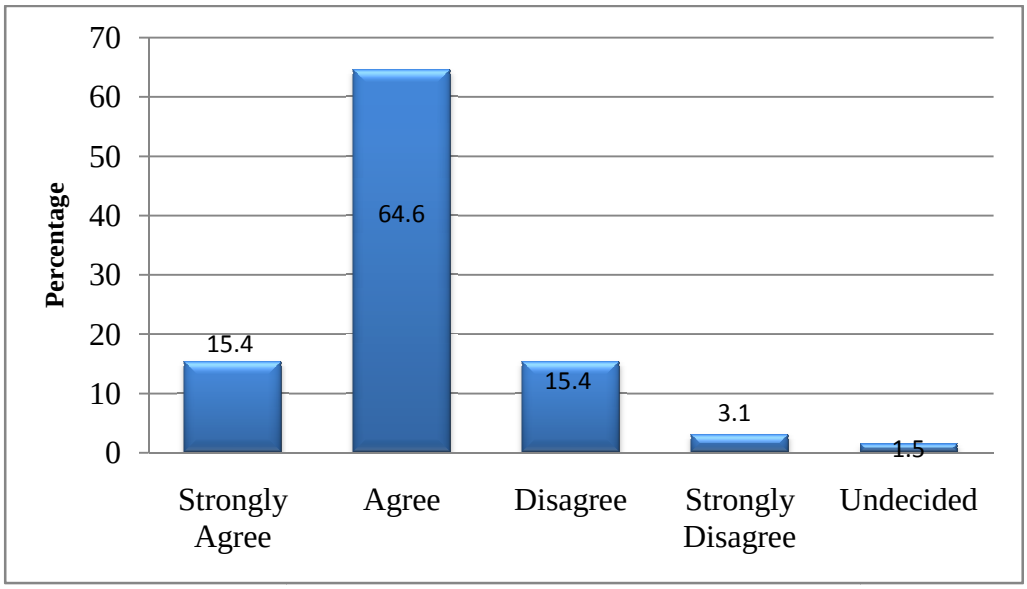


Figure 6.3.31 The management could enhance the attention required to build team unity and spirit among the personnel in the Junior College attached to Senior College.

Table 6.3.31 Significant positive response is found here to show that for the management could enhance the attention required to build team unity and sprit among the personnel in the Junior College attached to Senior College. 64.62% and 15.38% out of the total respondents agree and strongly agree whereas 15.38% disagree and 3.08% strongly disagree with this.

The interest of the management towards junior college is full of contradictions. Sometimes the management is focused when XII std result are declared or at the time of sports achievements or IIT entrance results otherwise there is full vacuum or negligence in terms of the required attention to be given to 10+2 system of education.

Table 6.3.32 The supervisory and managerial duties of Junior College are uniquely different with that of Senior College

Respondent's Choice	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	15	23.1	23.1	23.1
Agree	37	56.9	56.9	80.0
Disagree	11	16.9	16.9	96.9
Undecided	2	3.1	3.1	100.0
Total	65	100.0	100.0	

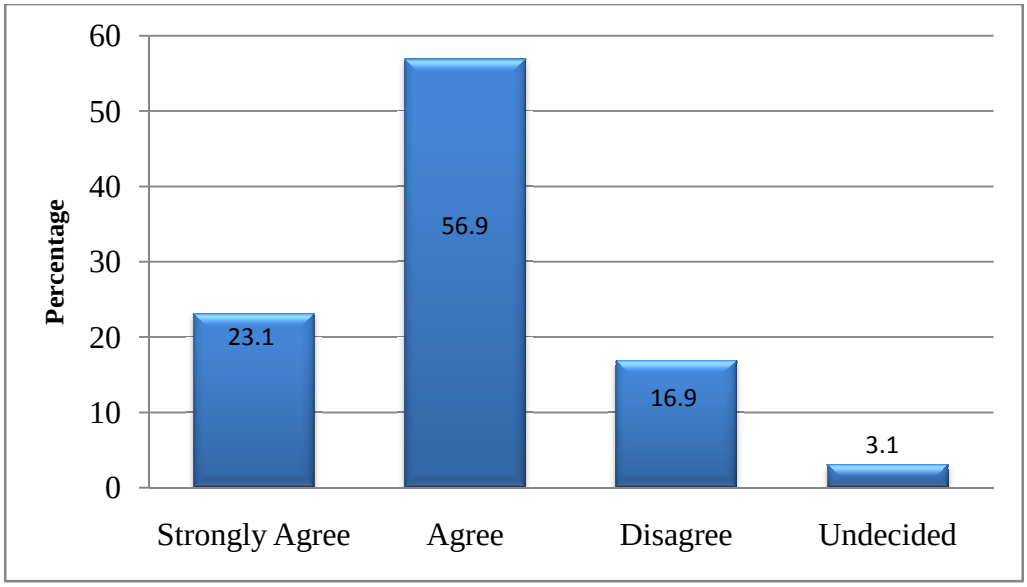


Figure 6.3.32 The supervisory and managerial duties of Junior College are uniquely different with that of Senior College

Table 6.3.32 shows strong inclination of respondents towards the supervisory and managerial duties of Junior College which are uniquely different with that of Senior College. If percentagewise it is analysed then 56.9% agree and 23.1% strongly agree whereas only 16.9% disagree and 3.1% confused.

The composition in terms of authorities of both the sections which are uniquely different so let there be independent government officials to assign and control the managerial as well supervisory authorities for 10 + 2 system of education.

Q. The supervisory and managerial duties of Junior College are uniquely different with that of Senior College

H_0 : The supervisory and managerial duties of Junior College are not uniquely different with that of Senior College. against

H_1 : The supervisory and managerial duties of Junior College are uniquely different with that of Senior College.

Particulars	**Observed Frequency (o_i)**	**Expected Frequency (e_i)**	$\frac{o_i^2}{e_1}$
Strongly Agree	15	13	17.30769231
Agree	37	13	105.3076923
Undecided	2	13	0.307692308
Disagree	11	13	9.307692308
Strongly disagree	0	13	0
Total	65	65	132.2307692

Here N= 65 67.23076923

Chi square(4)= 9.488 Table value at 5% Level of significance

Chi square cal. > Chi square table

Reject H_0

Here the sample size is 65.

As chi-square calculated value is greater than chi-square tabulated value we reject the null hypothesis H_0 at 4 degrees of freedom and 5% level of significance and accept the alternate hypothesis H_1 i.e. The supervisory and managerial duties of Junior College are uniquely different with that of Senior College.

Table 6.3.33 The Management lack the initiative of separating the governance of Junior College from that of Senior College.

Respondent's Choice	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	7	10.8	10.8	10.8
Agree	28	43.1	43.1	53.8
Disagree	19	29.2	29.2	83.1
Strongly Disagree	2	3.1	3.1	86.2
Undecided	9	13.8	13.8	100.0
Total	65	100.0	100.0	

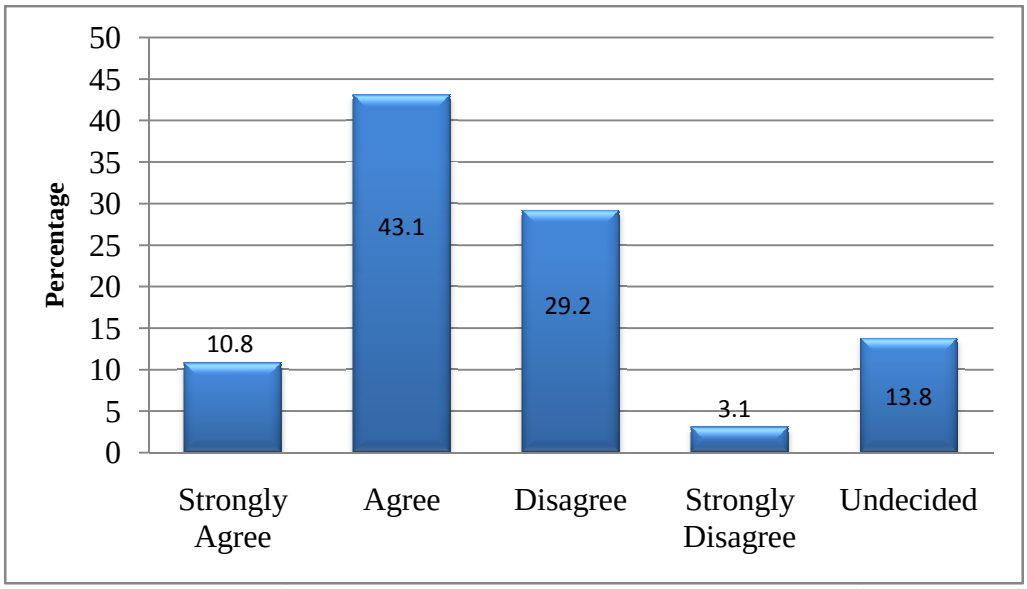


Figure 6.3.33 The Management lack the initiative of separating the governance of Junior College from that of Senior College.

Table 6.3.33 shows 43.1% and 10.8% agree and strongly agree respectively with the management is approach lacking of separating the governance of Junior College from that of Senior College. 29.2% disagree and 3.1% strongly disagree with this.

Table 6.3.34 The remuneration to the Vice Principal, Supervisors and other teaching staff is not justifiable to the nature of work.

Respondent's Choice	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	32	49.2	49.2	49.2
Agree	24	36.9	36.9	86.2
Disagree	7	10.8	10.8	96.9
Strongly Disagree	1	1.5	1.5	98.5
Undecided	1	1.5	1.5	100.0
Total	65	100.0	100.0	

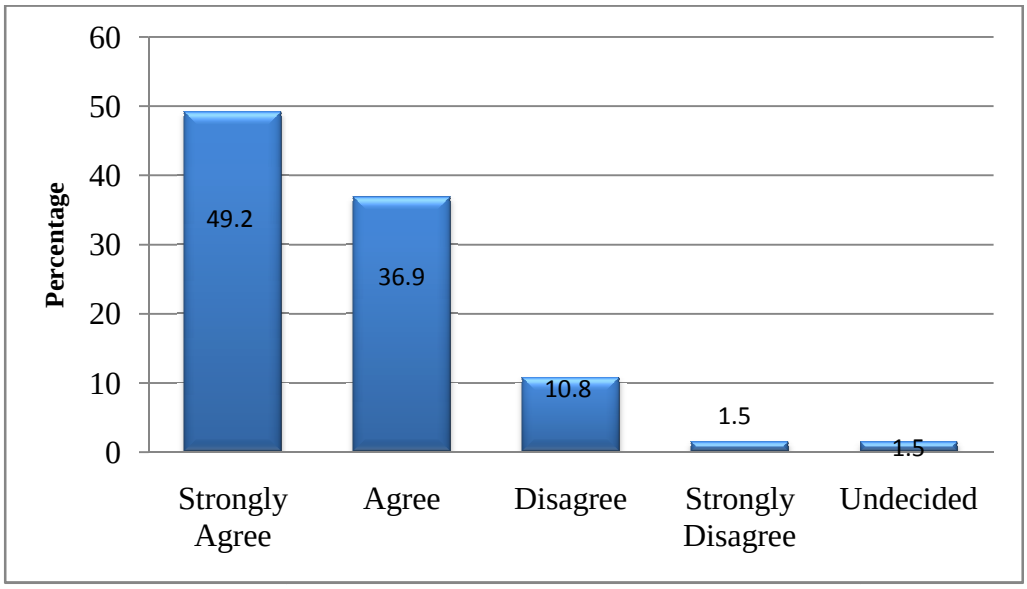


Figure 6.3.34 The remuneration to the Vice Principal, Supervisors and other teaching staff is not justifiable to the nature of work.

Strong positive response is found for this particular issue of the remuneration to the Vice Principal, Supervisor and other teaching staff is not justifiable to the nature of work. 49.23% strongly agree and 36.92% agree whereas 10.77% disagree and 1.54% strongly disagree.

As per the government resolutions the remuneration to the vice- principal is Rs.200/- only per month and the supervisor is unpaid administrator. Both of them get relief in the work - load but they are not supported by any kind of extra - remuneration or a separate pay - scale as it is there with the Principal of integrated colleges and also with the Head Master of secondary section where +2 is attached to the school.

Table 6.3.35 The job satisfaction level of Junior College teachers as compared with Senior College teachers is not in tandem with each other.

Respondent's Choice	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	6	9.2	9.2	9.2
Agree	41	63.1	63.1	72.3
Disagree	12	18.5	18.5	90.8
Strongly Disagree	3	4.6	4.6	95.4
Undecided	3	4.6	4.6	100.0
Total	65	100.0	100.0	

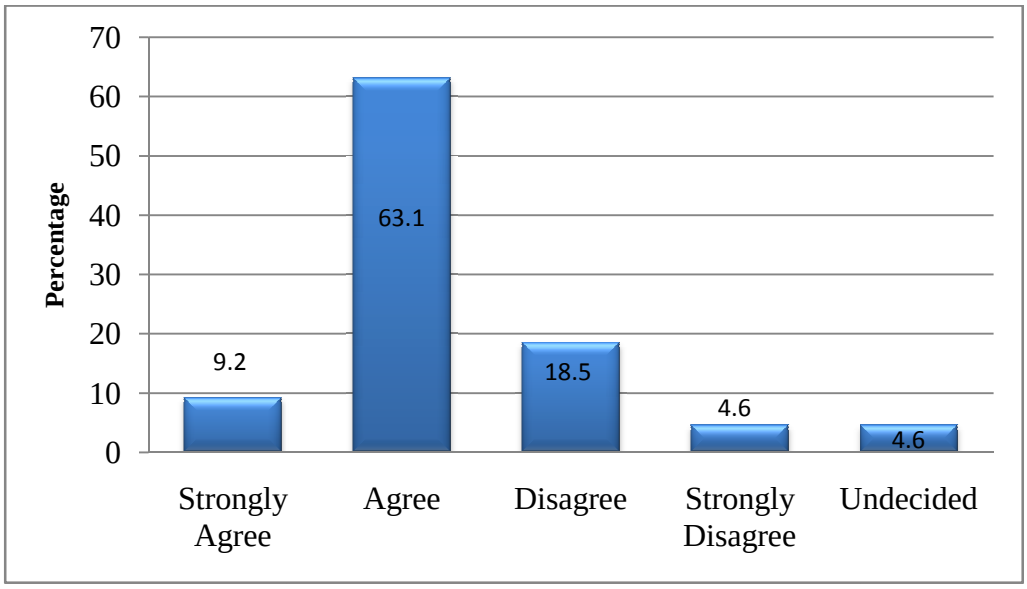


Figure 6.3.35 The job satisfaction level of Junior College teachers as compared with Senior College teachers is not in tandem with each other.

Table 6.3.36 shows significant positive response by the respondents towards the job satisfaction level of Junior College teachers as compared with Senior College teachers which is not in tandem with each other. 9.2% strongly agree and 63.1% agree whereas only 18.5% disagree and 4.6% strongly disagree.

The job satisfaction level of junior college teachers with senior college teachers cannot be compared at all. The researcher has already compared and contrasted the academic and administrative difference between junior and senior college in terms of human resources also.

Table 6.3.36 Due to sociological peer pressure the problems of students unrest, discipline and behavior is more rampant in Junior College attached with Senior College.

Respondent's Choice	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	7	10.8	10.8	10.8
Agree	43	66.2	66.2	76.9
Disagree	13	20.0	20.0	96.9
Undecided	2	3.1	3.1	100.0
Total	65	100.0	100.0	

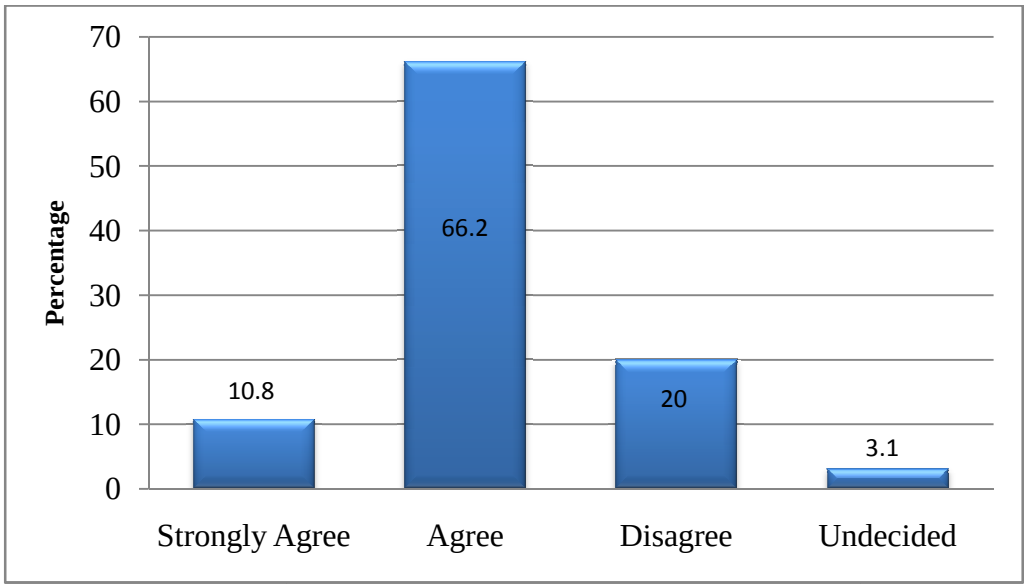


Figure 6.3.36 Due to sociological peer pressure the problems of students unrest, discipline and behavior is more rampant in Junior College attached with Senior College.

Table 6.3.36 shows that out of total respondents 66.2% agree and 10.8% strongly agree with the sociological peer pressure that creates the problems of students unrest, discipline and behaviour especially in Junior College attached with Senior College. Only 20% disagree and 3.1 respondents are confused.

The problems of students' unrest, discipline and behavior in comparison with senior college are more serious due to the age group of both the sections. The adolescence stage of 10+2 is altogether different from senior college students.

Table 6.3.37 There is no balance of work, authority and remuneration.

Respondent's Choice		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	19	29.2	29.7	29.7
	Agree	24	36.9	37.5	67.2
	Disagree	17	26.2	26.6	93.8
	Strongly Disagree	1	1.5	1.6	95.3
	Undecided	3	4.6	4.7	100.0
	Total	64	98.5	100.0	
Missing	System	1	1.5		
	Total	65	100.0		

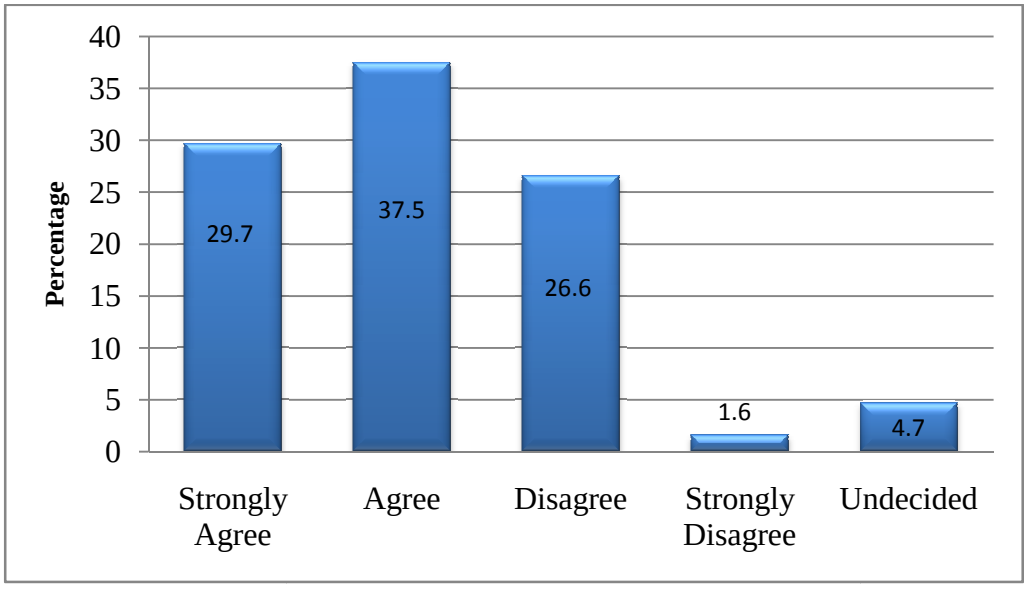


Figure 6.3.37 There is no balance of work, authority and remuneration.

Table 6.3.37 shows significant positive response from the stakeholders where in 29.69% strongly agree and 37.50% agree with that there is not balance of work, authority and remuneration to the human resources working exclusively for Junior College 26.56% disagree and 1.56% strongly disagree with this.

Q. There is no balance of work, authority and remuneration.

H_0 : There is balance of work, authority and remuneration. against

H_1 : There is no balance of work, authority and remuneration.

Particulars	**Observed Frequency (o_i)**	**Expected Frequency (e_i)**	$\frac{o_i^2}{e_1}$
Strongly Agree	19	12.8	28.203125
Agree	24	12.8	45
Undecided	3	12.8	0.703125
Disagree	17	12.8	22.578125
Strongly disagree	1	12.8	0.078125
Total	64	64	96.5625

Here N= 64 32.5625

Chi square(4)= 9.488 Table value at 5% Level of significance

Chi square cal. > Chi square table

Reject H_0

Here the sample size is 64.

As chi-square calculated value is greater than chi-square tabulated value we reject the null hypothesis H_0 at 4 degrees of freedom and 5% level of significance and accept the alternate hypothesis H_1 i.e. there is no balance of work, authority and remuneration.

Table 6.3.38 The students do not have ample scope for welfare facilities such as play ground, gymnasium, canteen, library and rest rooms.

Respondent's Choice	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	5	7.7	7.7	7.7
Agree	18	27.7	27.7	35.4
Disagree	38	58.5	58.5	93.8
Strongly Disagree	3	4.6	4.6	98.5
Undecided	1	1.5	1.5	100.0
Total	65	100.0	100.0	

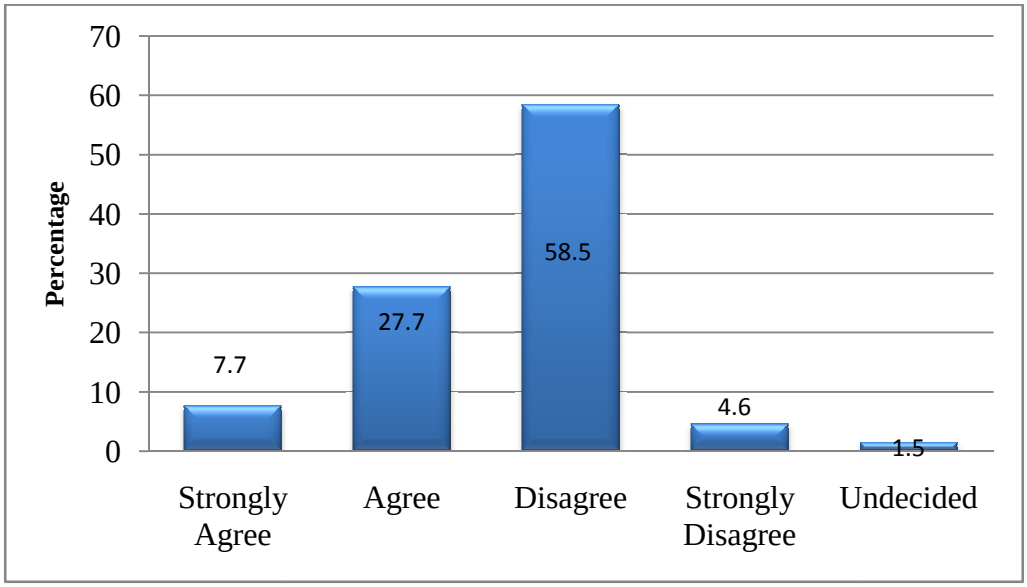


Figure 6.3.38 The students do not have ample scope for welfare facilities such as play ground, gymnasium, canteen, library and rest rooms.

Table 6.3.38 Shows significantly negative response towards the issue that students do not have ample scope for welfare facilities such as play ground, gymnasium, canteen, library and rest rooms. 56.45% disagree and 4.62% strongly disagree. Only 7.69% strongly agree and 27.69% agree.

Almost majority of stake holders opined that they disagree with this issue. It is true also because all the infrastructure of the senior wing is enjoyed by the junior college students. The researcher honestly agrees with the responses given by the stake holders.

Table 6.3.39 Juvenile delinquencies, acts and threats of suicides are assuming greater proportion in Junior College attached to Senior College.

Respondent's Choice	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	5	7.7	7.7	7.7
Agree	21	32.3	32.3	40.0
Disagree	27	41.5	41.5	81.5
Strongly Disagree	3	4.6	4.6	86.2
Undecided	9	13.8	13.8	100.0
Total	65	100.0	100.0	

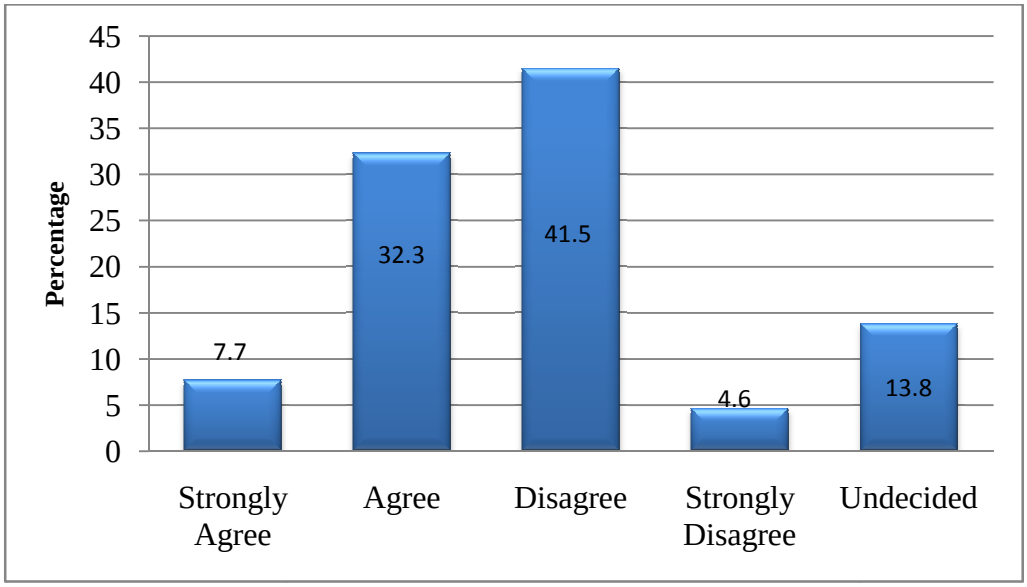


Figure 6.3.39 Juvenile delinquencies, acts and threats of suicides are assuming greater proportion in Junior College attached to Senior College.

Table 6.3.39 shows the particular age group needs personal attention as they get it in their schools till std X. But due to the burdensome strength of the students in each class especially in attached colleges it is difficult for the teachers or the administrator to interact with the students frequently. Parents - teacher Association, Class- advisor system, student counseling sessions are the best solution to overcome these problems. This is the main reason of the problems mentioned above.

Q. Juvenile delinquencies, acts and threats of suicides are assuming greater proportion in Junior College attached to Senior College.

H_0 : Juvenile delinquencies, acts and threats of suicides are not assuming greater proportion in Junior College attached to Senior College. against

H_1 : Juvenile delinquencies, acts and threats of suicides are assuming greater proportion in Junior College attached to Senior College.

Particulars	**Observed Frequency (o_i)**	**Expected Frequency (e_i)**	$\frac{o_i^2}{e_1}$
Strongly Agree	5	13	1.923076923
Agree	21	13	33.92307692
Undecided	9	13	6.230769231
Disagree	27	13	56.07692308
Strongly disagree	3	13	0.692307692
Total	65	65	98.84615385

Here N= 65 33.84615385

Chi square(4)= 9.488 Table value at 5% Level of significance

Chi square cal. > Chi square table

Reject H_0

Here the sample size is 65.

As chi-square calculated value is greater than chi-square tabulated value we reject the null hypothesis H_0 at 4 degrees of freedom and 5% level of significance and accept the alternate hypothesis H_1 i.e. Juvenile delinquencies, acts and threats of suicides are assuming greater proportion in Junior College attached to Senior College.

Table 6.3.40 There is requirement of State level / National level regulatory authority for accreditation based on NAAC.

Respondent's Choice	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	28	43.1	43.1	43.1
Agree	33	50.8	50.8	93.8
Disagree	2	3.1	3.1	96.9
Strongly Disagree	1	1.5	1.5	98.5
Undecided	1	1.5	1.5	100.0
Total	65	100.0	100.0	

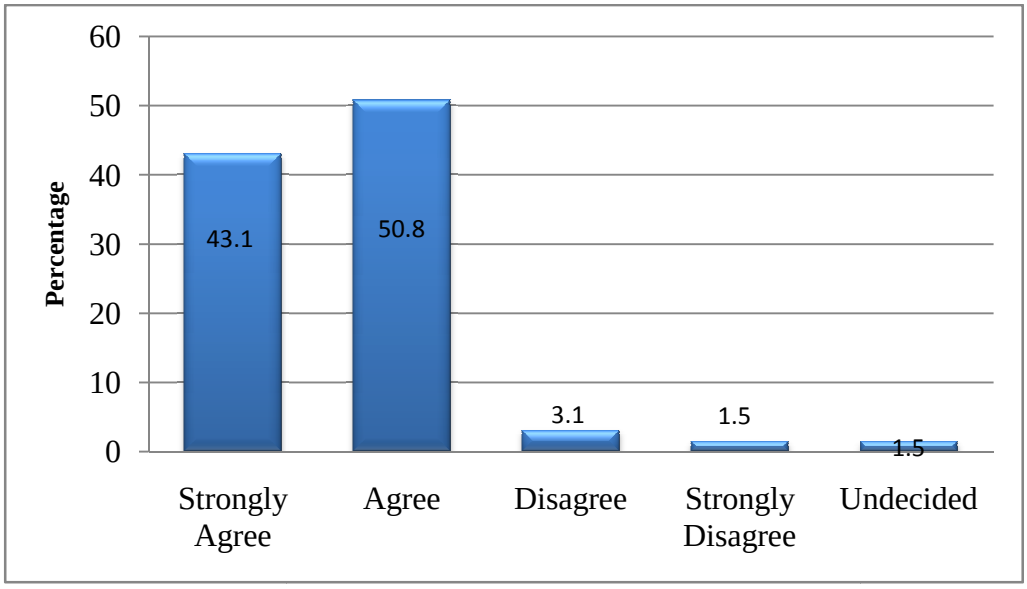


Figure 6.3.40 There is requirement of State level/National level regulatory authority for accreditation based on NAAC.

Table 6.3.40 Shows significant positive response is from respondents where in 43.08% strongly agree and 50.77% agree with the requirement of state level / National level regulatory authority for accreditation based on NAAC. Only 3.08% disagree and 1.54% strongly disagree.

There is a great deal of requirement of the accreditation, may be at the regional level of directorate or above. There is no other regular source of any kind of feedback to resolve or to suggest innovative academic concepts. The kind of response from the important stake holders really shows its necessity.

Q. There is requirement of State level / National level regulatory authority for accreditation based on NAAC.

H_o : There is no requirement of State level/National level regulatory authority for accreditation based on NAAC. against

H_1 : There is requirement of State level/National level regulatory authority for accreditation based on NAAC.

Respondent's Choice	**Observed Frequency (o_i)**	**Expected Frequency (e_i)**	$\frac{o_i^2}{e_1}$
Strongly Agree	28	13	60.30769231
Agree	33	13	83.7692077
Undecided	1	13	0.076923077
Disagree	2	13	0307692308
Strongly disagree	1	13	0.076923077
Total	65	65	144.5384615

Here N= 65 79.53846154

Chi square(4)= 9.488 Table value at 5% Level of significance

Chi square cal. > Chi square table

Reject H_o

Here the sample size is 65.

As chi-square calculated value is greater than chi-square tabulated value we reject the null hypothesis H_0 at 4 degrees of freedom and 5% level of significance and accept the alternate hypothesis H_1 i.e. There is requirement of State level/National level regulatory authority for accreditation based on NAAC.

Table 6.3.41 There is no distribution and segregation of work and authority as far as Supervisory staff is concerned.

Respondent's Choice	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	6	9.2	9.2	9.2
Agree	35	53.8	53.8	63.1
Disagree	18	27.7	27.7	90.8
Strongly Disagree	1	1.5	1.5	92.3
Undecided	5	7.7	7.7	100.0
Total	65	100.0	100.0	

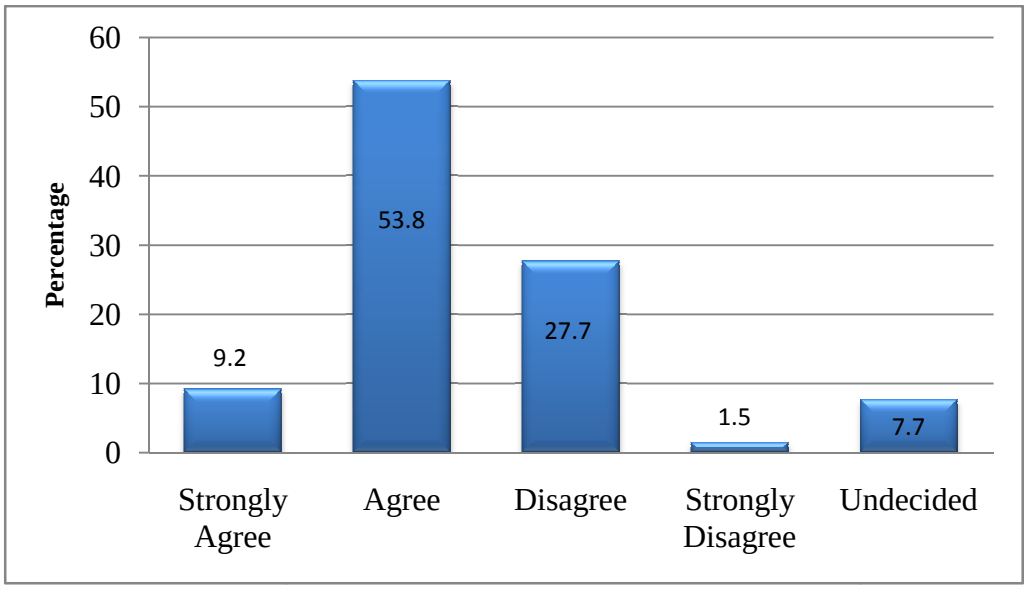


Figure 6.3.41 There is no distribution and segregation of work and authority as far as Supervisory staff is concerned.

Table 6.3.41 shows significant positive response from the important stakeholders that there is no distribution and segregation of work and authority as far as supervisory staff is concerned. 53.85% agree and 9.23% strongly agree only 27.69% disagree and 1.54% strongly disagree.

There is a need to have well defined system for the supervisory staff where in the exact nature of work is defined. The present system of education unfortunately lacks the system of distribution of work for the Principal, Voce-Principal and the Supervisor of Junior College.

Table 6.3.42 Dearth of initiative for fine arts, performing arts and extra-curricular activities.

Respondent's Choice	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	12	18.5	18.5	18.5
Agree	21	32.3	32.3	50.8
Disagree	25	38.5	38.5	89.2
Undecided	7	10.8	10.8	100.0
Total	65	100.0	100.0	

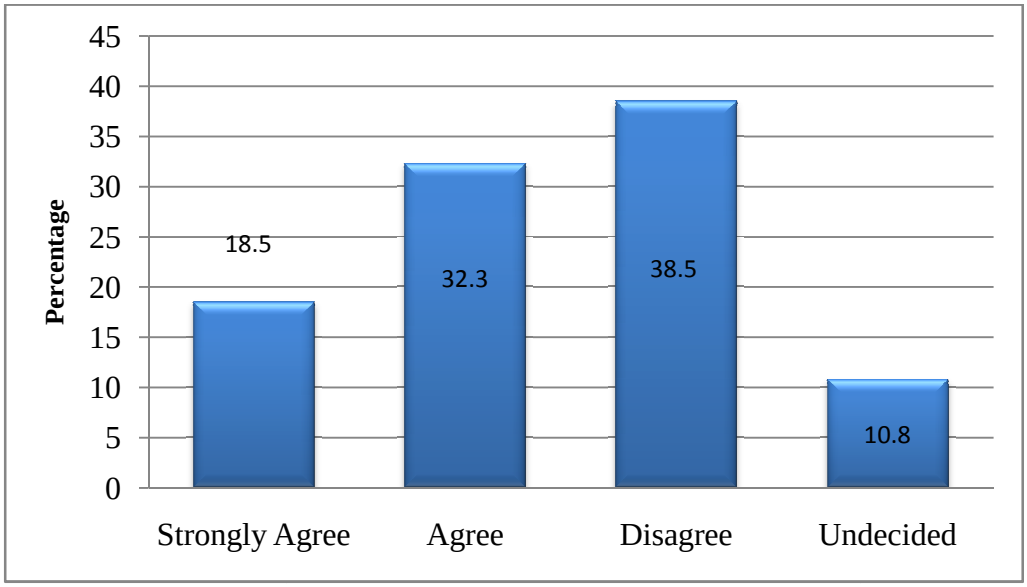


Figure 6.3.42 Dearth of initiative for fine arts, performing arts and extra-curricular activities.

Table 6.3.42 shows the 32.31% agree and 18.46% strongly agree with dearth of initiative for fine arts, performing arts and extracurricular activities and 38.46% disagree and 10.77% are confused with this issue.

The introduction of fine arts, performing art at 10.2 system of education is tough task due to many more difficulties. But attempts will definitely encourage and motivate the teachers and students as well. 38.5% stakeholders disagree because such activities are conducted at senior college level by which 10+2 students get a advantage of such activities.

Table 6.3.43 No scope for academic enhancement and research facilities.

Respondent's Choice	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	20	30.8	30.8	30.8
Agree	23	35.4	35.4	66.2
Disagree	19	29.2	29.2	95.4
Strongly Disagree	3	4.6	4.6	100.0
Total	65	100.0	100.0	

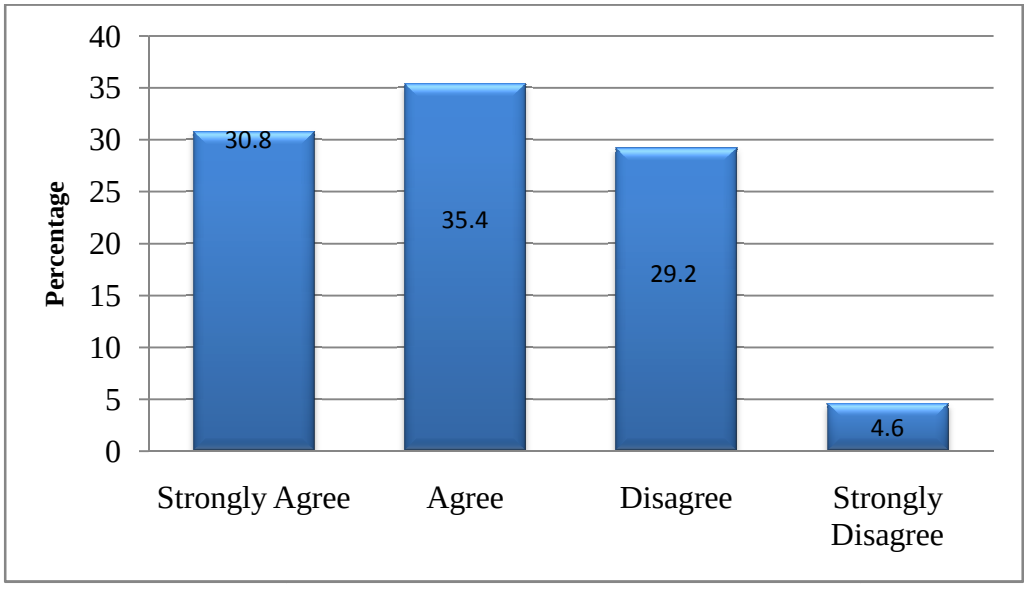


Figure 6.3.43 No scope for academic enhancement and research facilities.

Table 6.3.43 shows 35.38% and 30.77% stakeholders i.e. 67% out of total respondents agree with "No scope for academic enhancement and research facilities. Only 29.23% disagree and 4.62% strongly disagree with this. The majority of the stakeholders are aware of the fact that they are deprived from getting academic enhancement and research work also mainly because no legal provisions are being made at state government level right from the introduction of 10 + 2 system of education.

Table 6.3.44 There is a need for quality monitoring mechanism from College/Government.

Respondent's Choice	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	61	93.8	93.8	93.8
No	3	4.6	4.6	98.5
Can Not Tell	1	1.5	1.5	100.0
Total	65	100.0	100.0	

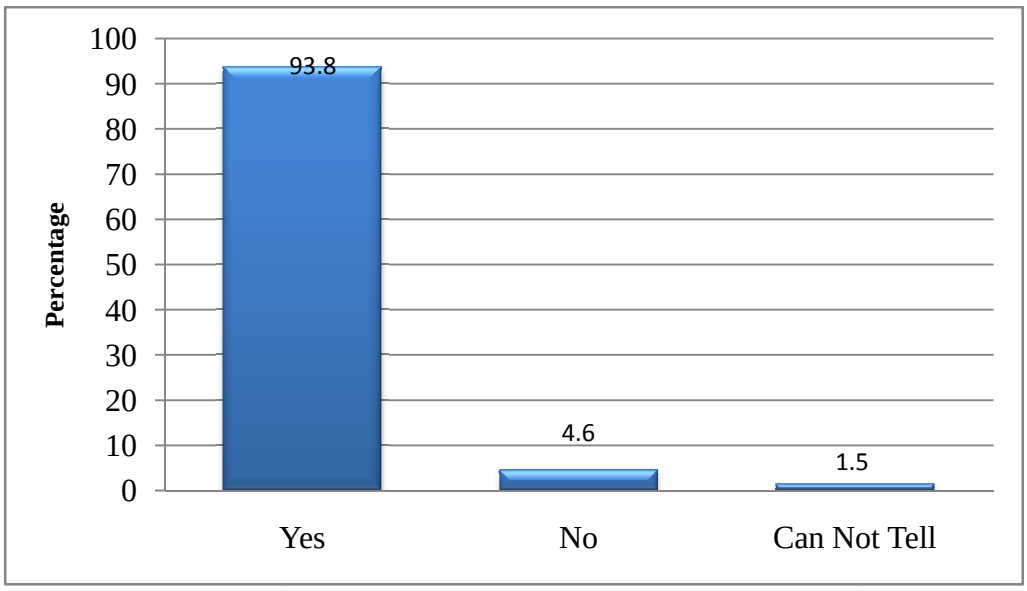


Figure 6.3.44 There is a need for quality monitoring mechanism from College/Government.

Table 6.3.44 shows significant positive response from the respondents who agree with the fact that there is a need for quality monitoring mechanism from College / Govt. Only 4.6% disagree with this issue which is a meagre percentage.

93.8% response is an indication of the necessity of quality monitoring mechanism from the concerned competent authorities. Therefore the researcher underlines the idea of 'SAAC' (State Assessment and Accreditation Council) on the lines of 'NAAC' (National Assessment and Accreditation Council)

Table 6.3.45 Non Salary grant can reduce the imbalance between staff of Junior College and Senior College.

Respondent's Choice	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	50	76.9	76.9	76.9
No	8	12.3	12.3	89.2
Can Not Tell	7	10.8	10.8	100.0
Total	65	100.0	100.0	

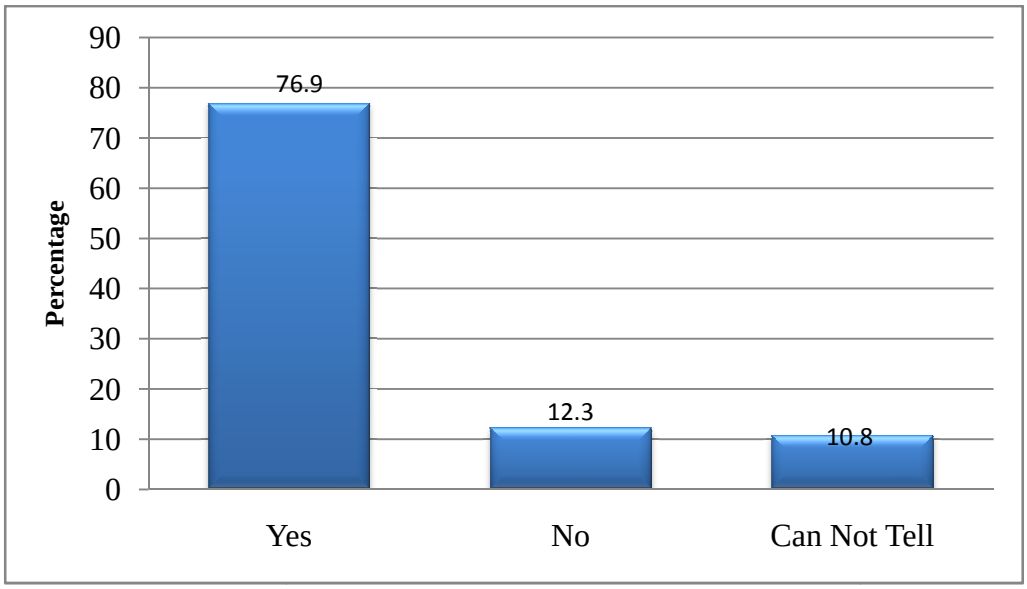


Figure 6.3.45 Non Salary grant can reduce the imbalance between staff of Junior College and Senior College.

Table 6.3.45 shows that out of the total respondents 76.9% showed positive response for non salary grant which can reduce the imbalance between staff of Junior College and Senior College.

There is a legal provision to sanction Rs.2000/- per division but subject to the financial audit of concerned junior college. But to get the accounts audited is very difficult task. Besides this there is no provision to give any non- salary grant to 10+2 system if education. Therefore it always becomes difficult for the administration to undertake any academic co-curricular or extra curricular activities in the interest of the students.

Table 6.3.46 Is there need to increase the authority of the Vice Principal/Supervisor.

Respondent's Choice	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	49	75.4	75.4	75.4
No	14	21.5	21.5	96.9
Can Not Tell	2	3.1	3.1	100.0
Total	65	100.0	100.0	

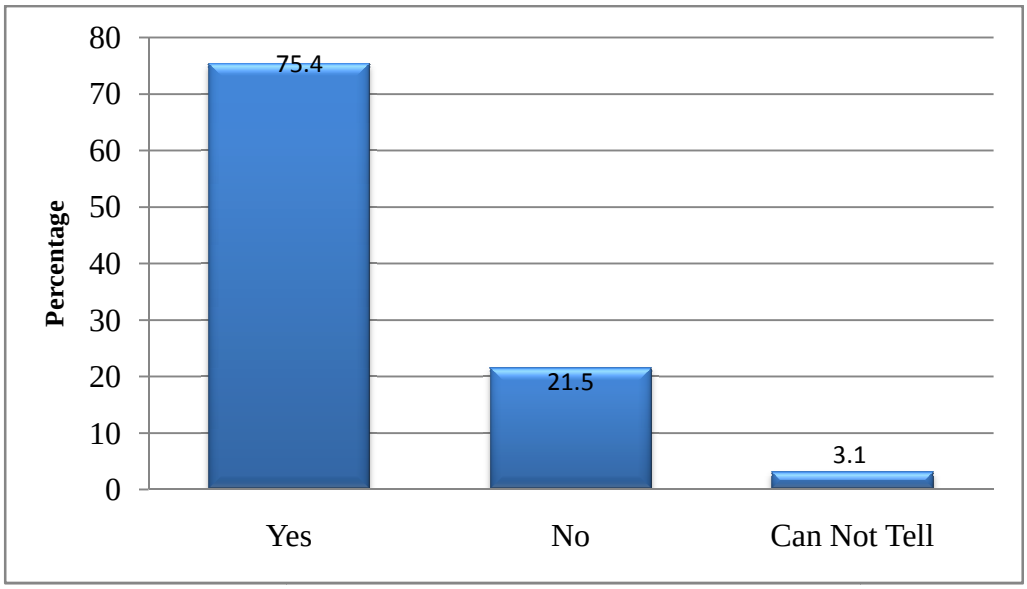


Figure 6.3.46 Is there need to increase the authority of the Vice Principal/Supervisor.

Table 6.3.46 shows that 75.38% respondents agree with the need to increase the authority of the Vice Principal / Supervisor only 21.5% disagree with this.

This is the basic requirement of 10+2 stage. At present the vice- principal (junior wing) has to work under the principal of senior college. "The problems of junior college are headache to the principal", is the consistent reaction from the administrative heads. But they do not wish to decentralize the 10+2 administration. Surprisingly the stake holders are the Principals of integrated colleges to respond to this issue with great margin of 75.38% perhaps this is an indication to the concerned authorities for separating junior wing from senior college.

Table 6.3.47 Segregation of integrated Junior College and Senior College could function more efficiently.

Respondent's Choice	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	52	80.0	80.0	80.0
No	10	15.4	15.4	95.4
Can Not Tell	3	4.6	4.6	100.0
Total	65	100.0	100.0	

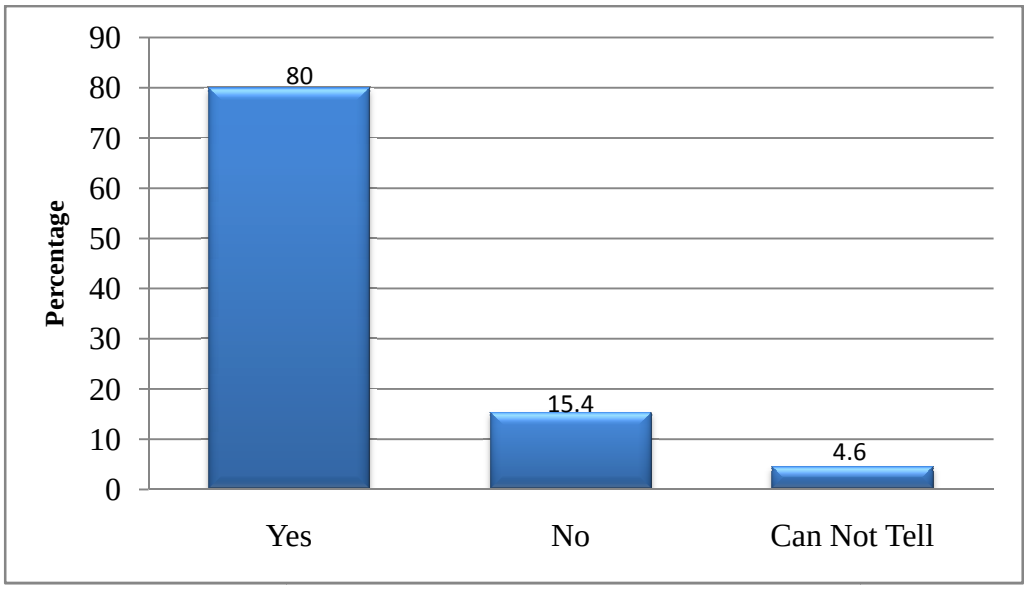


Figure 6.3.47 Segregation of integrated Junior College and Senior College could function more efficiently.

Table 6.3.47 shows significant positive response for segregation of integrated Junior College from Senior College that could function more efficiently. Around 80% showed positive response whereas only 15.4% disagree.

The respective percentages of the stake holders viz. Junior college teachers and Principal, Vice- Principal and Supervisor is 79.84% and 80%. Both the stake holders have been tested separately still most of them have favored in the separation of integrated junior colleges attached to senior wing. It means all the stakeholders related to 10 + 2 system of education are in favour of this disintegration.

Table 6.3.48 Is it necessary to reintroduce the representation of the Junior College on the authorities of the Universities?

Respondent's Choice	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	40	61.5	61.5	61.5
No	20	30.8	30.8	92.3
Can Not Tell	5	7.7	7.7	100.0
Total	65	100.0	100.0	

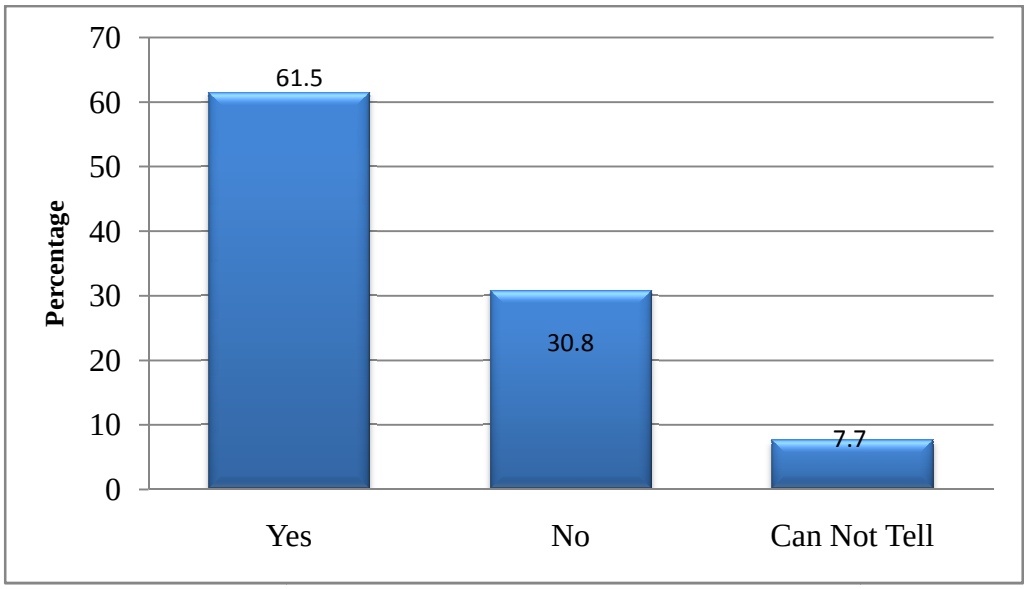


Figure 6.3.48 Is it necessary to reintroduce the representation of the Junior College on the authorities of the Universities?

Table 6.3.48 shows 61.5% out of total respondents agree with the necessity to reintroduce the representation of the Junior College on the authorities of the Universities only 30.8% shows negative response.

Many junior colleges are attached to senior colleges but the junior college teachers do not have any kind of representation on the authorities of the university. Previously there was a provision to elect two members as their representatives to the university senate but the same had been cancelled also. This shows the biased attitude of people in higher education. But surprisingly senior college teachers or university personnel representation on the higher secondary board.

Table 6.3.49 Is there any lacuna in disciplinary rules and regulations?

Respondent's Choice	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	31	47.7	47.7	47.7
No	27	41.5	41.5	89.2
Can Not Tell	7	10.8	10.8	100.0
Total	65	100.0	100.0	

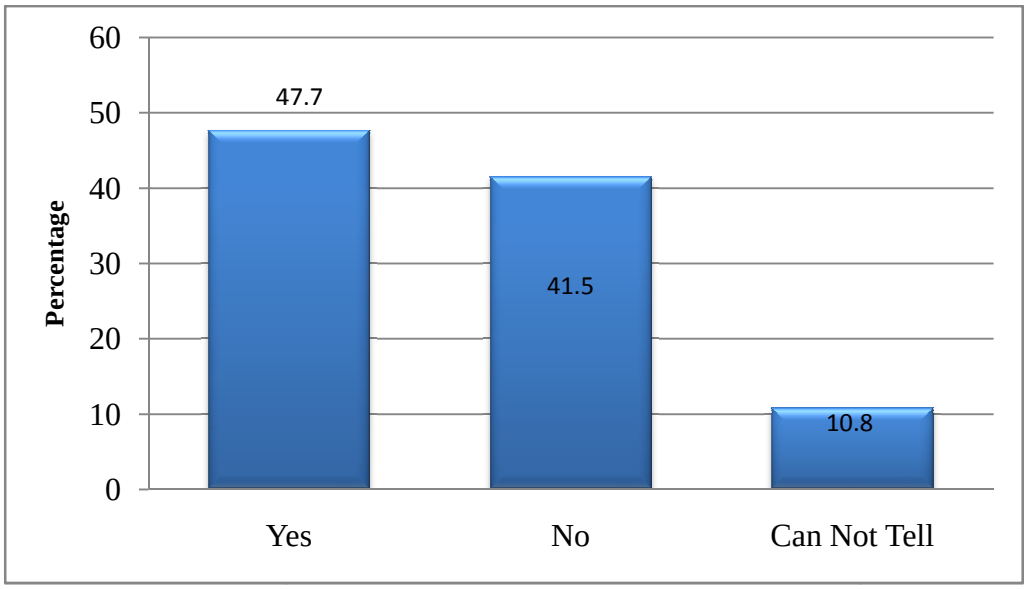


Figure 6.3.49 Is there any lacuna in disciplinary rules and regulations?

Table 6.3.49 shows 47.69% agree whereas 41.5% disagree with the issue that there are lacuna in disciplinary rules and regulations. If the regulatory authorities are changed then naturally there will not be any kind of lacuna in junior and senior college authorities. There is a vast difference between the rules and regulations of these two different sections. Therefore there needs to have separate identity to the Junior Colleges.

Table 6.3.50 The Centralized Admission Process for Junior College is far more systematic than Senior College.

Respondent's Choice	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	57	87.7	87.7	87.7
No	7	10.8	10.8	98.5
Can Not Tell	1	1.5	1.5	100.0
Total	65	100.0	100.0	

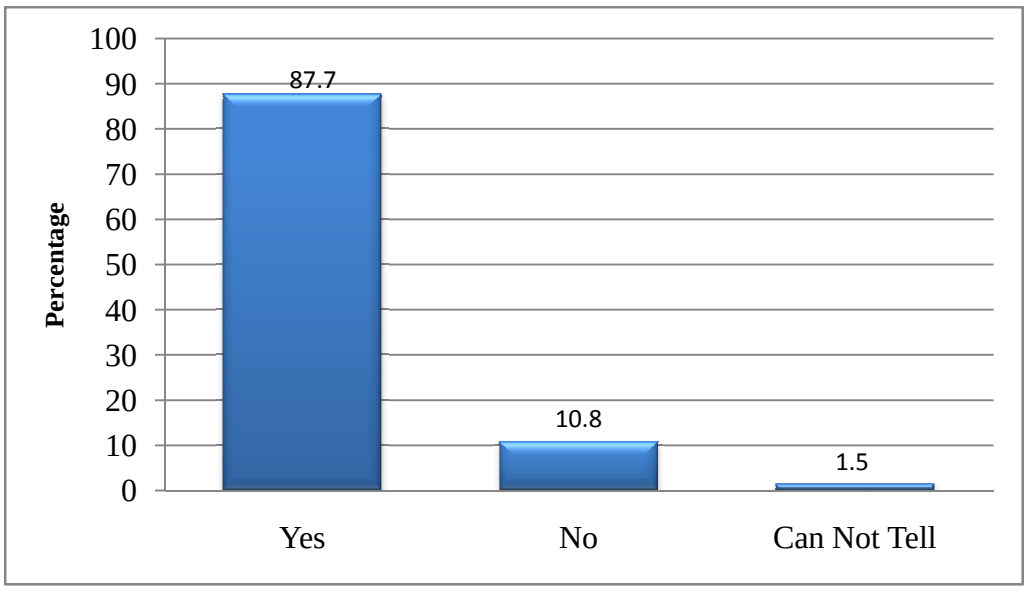


Figure 6.3.50 The Centralized Admission Process for Junior College is far more systematic than Senior College.

Table 6.3.50 shows 87.7% respondents agree with the centralized admission process for Junior College which is for more systematic than Senior College. Only 10.8% do not agree with this.

There is no centralized admission procedure at senior college of arts, science and commerce in Pune city. The such ideas practiced in junior colleges can be adopted in senior wings also.

Table 6.3.51 The problem of surplus staff from diverse background is faced by all the concerned, including the surplus relocated.

Respondent's Choice	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	42	64.6	64.6	64.6
No	11	16.9	16.9	81.5
Can Not Tell	12	18.5	18.5	100.0
Total	65	100.0	100.0	

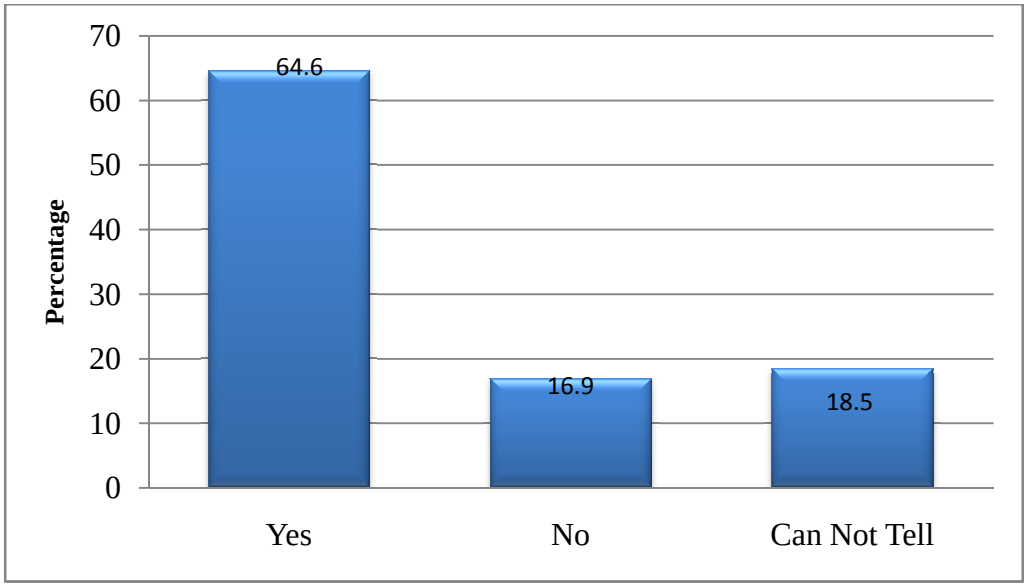


Figure 6.3.51 The problem of surplus staff from diverse background is faced by all the concerned, including the surplus relocated.

Table 6.3.51 shows 64.62% out of total respondents agree with the problems of surplus staff coming from diverse background, whereas 16.9% respondents disagree with this.

The problem of surplus staff faces the hurdles at Govt. and management level also. Their diverse background probably would be the main reason behind the relocation

Table 6.3.52 Is there a requirement of soft skill and separate coaching, over and above regular classes, such as remedial and scholar batches?

Respondent's Choice		Frequency	Percent	Valid Percent	Cumulative Percent
	Yes	56	86.2	87.5	87.5
	No	4	6.2	6.3	93.8
	Can Not Tell	4	6.2	6.3	100.0
	Total	64	98.5	100.0	
Missing	System	1	1.5		
	Total	65	100.0		

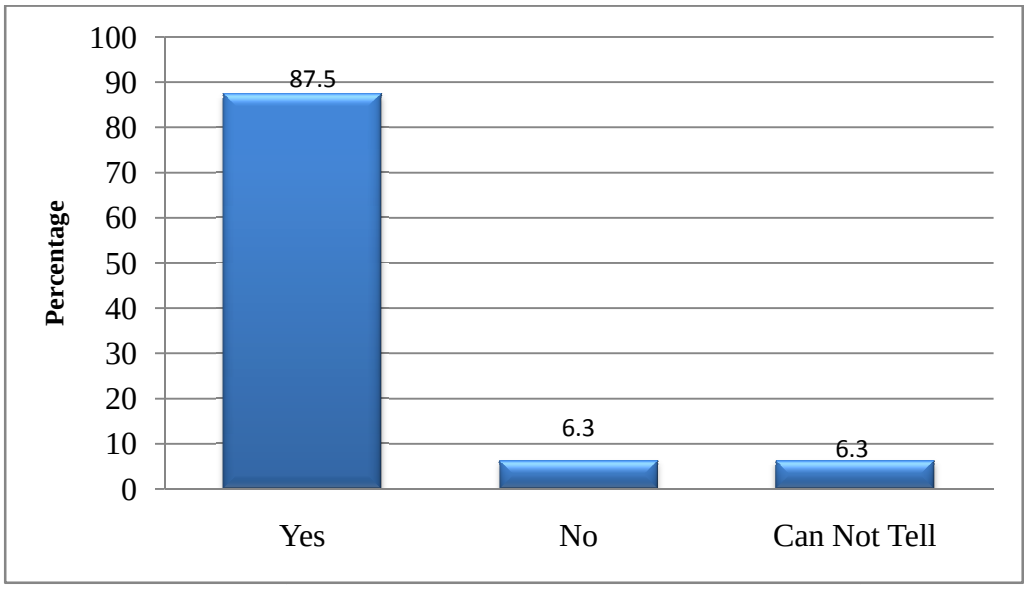


Figure 6.3.52 Is there a requirement of soft skill and separate coaching, over and above regular classes, such as remedial and scholar batches?

Table 6.3.52 shows significant positive response for the requirement of soft skills and separate coaching, over and above regular classes such as remedial and scholar batches. 88% respondents showed positive response only 6.25% disagree.

We need to introduce skill - based courses at +2 level. The recommendation given by Kothari commission highlights this objective. There is no arrangement for additional coaching facilities or the provision for remedial classes at 10+2 system of education.

Table 6.3.53 Self evaluation, career advancement and quality assurance should be frequently implemented with junior college teachers.

Respondent's Choice	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	59	90.8	90.8	90.8
No	3	4.6	4.6	95.4
Can Not Tell	3	4.6	4.6	100.0
Total	65	100.0	100.0	

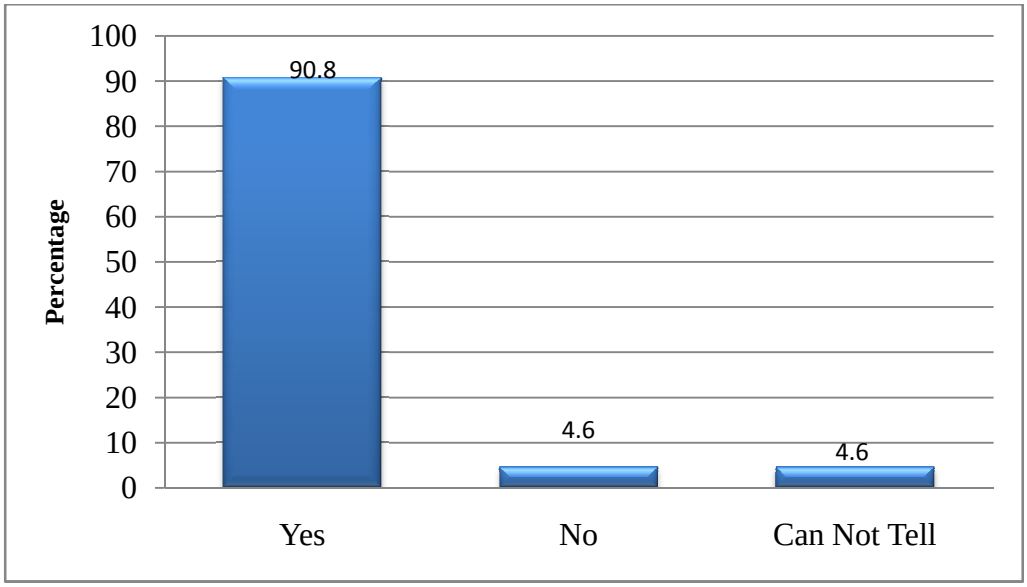


Figure 6.3.53 Self evaluation, career advancement and quality assurance should be frequently implemented with junior college teachers.

Table 6.3.53 shows that 90.8% agree with this issue of self evaluation, career advancement and quality assurance which should be frequently implemented with Junior College teachers. Only 4.6% disagree with this.

This is absolutely possible only when the separation of junior colleges from integrated senior colleges take place. Rest of the things will automatically shape in due course of time. Junior college teachers can provide their potential and abilities if such quality programmers are undertaken.

Table 6.3.54 Is there a requirement for segregation of Government authorities and officials separately delegated for the administration of Junior Colleges?

Respondent's Choice		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	49	75.4	80.3	80.3
	No	5	7.7	8.2	88.5
	Can Not Tell	7	10.8	11.5	100.0
	Total	61	93.8	100.0	
Missing	System	4	6.2		
	Total	65	100.0		

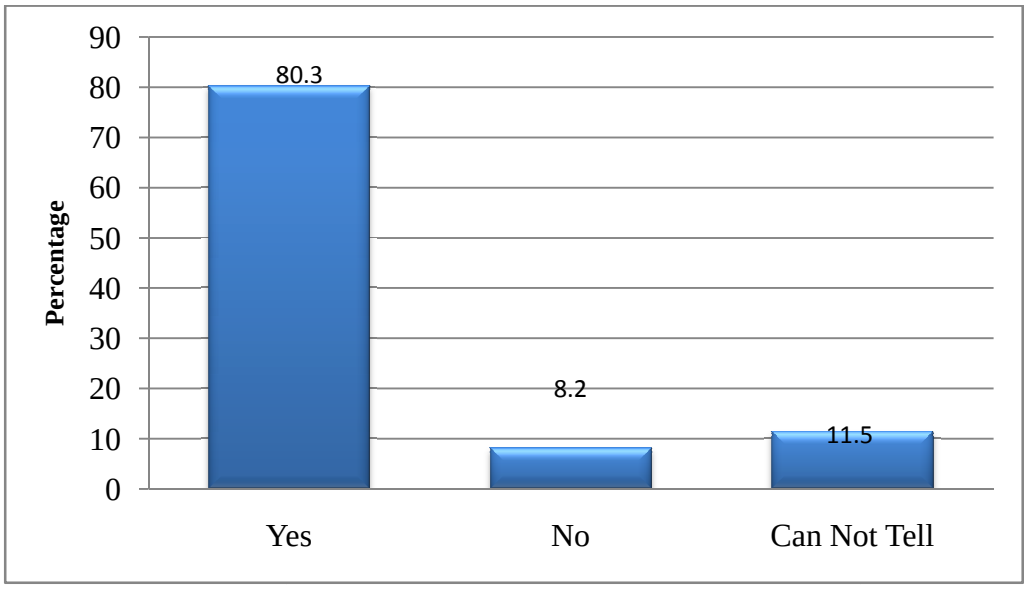


Figure 6.3.54 Is there a requirement for segregation of Government authorities and officials, separately delegated for the administration of Junior Colleges?

The table 6.3.54 shows the stake holders viz. Principals of senior colleges themselves are in favour of this requirement for the separation of government authorities and officials which is a positive sign for the disintegration f junior colleges from senior colleges. Important stakeholders under this study are the Principals of integrated colleges.

Table 6.3.55 The system of recruitment and approval is presently shrouded with red tape and requires major changes.

Respondent's Choice		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	55	84.6	90.2	90.2
	No	3	4.6	4.9	95.1
	Can Not Tell	3	4.6	4.9	100.0
	Total	61	93.8	100.0	
Missing	System	4	6.2		
	Total	65	100.0		

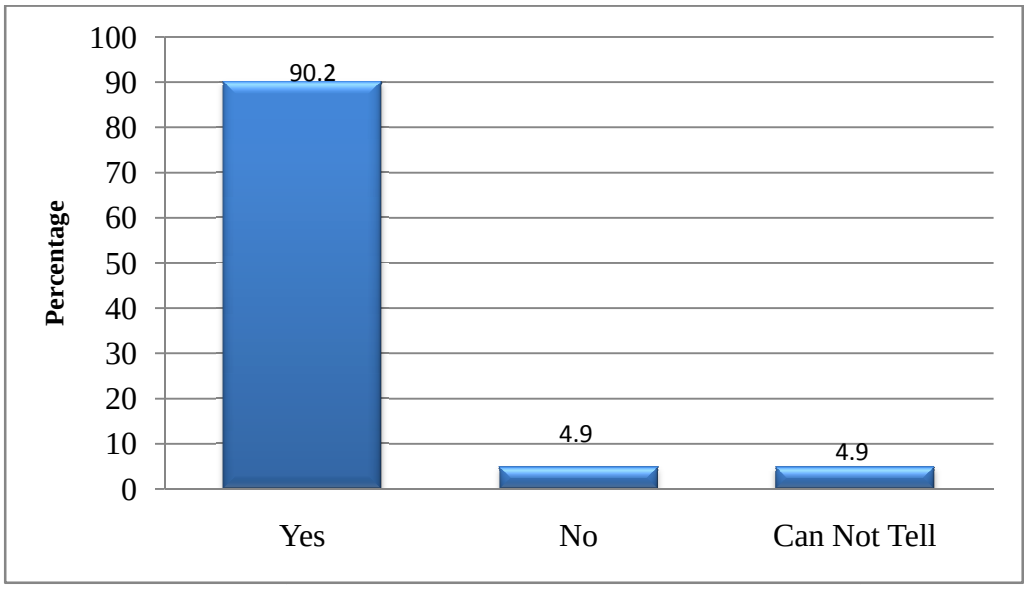


Figure 6.3.55 The system of recruitment and approval is presently shrouded with red tape and requires major changes.

Table 6.3.55 shows the present system needs to be changed as it has variety red-tapism. Necessary use of technology will lead to administrative transparency. Varity of softwares are available in open market for approval system, salary examinations provident fund and pension schemes. But there needs to have mental setup to accept computer technology.

Table 6.3.56 Career Advancement should be in the form of duty leave, increments, based on subsequent academic achievements.

Respondent's Choice		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	58	89.2	95.1	95.1
	No	1	1.5	1.6	96.7
	Can Not Tell	2	3.1	3.3	100.0
	Total	61	93.8	100.0	
Missing	System	4	6.2		
	Total	65	100.0		

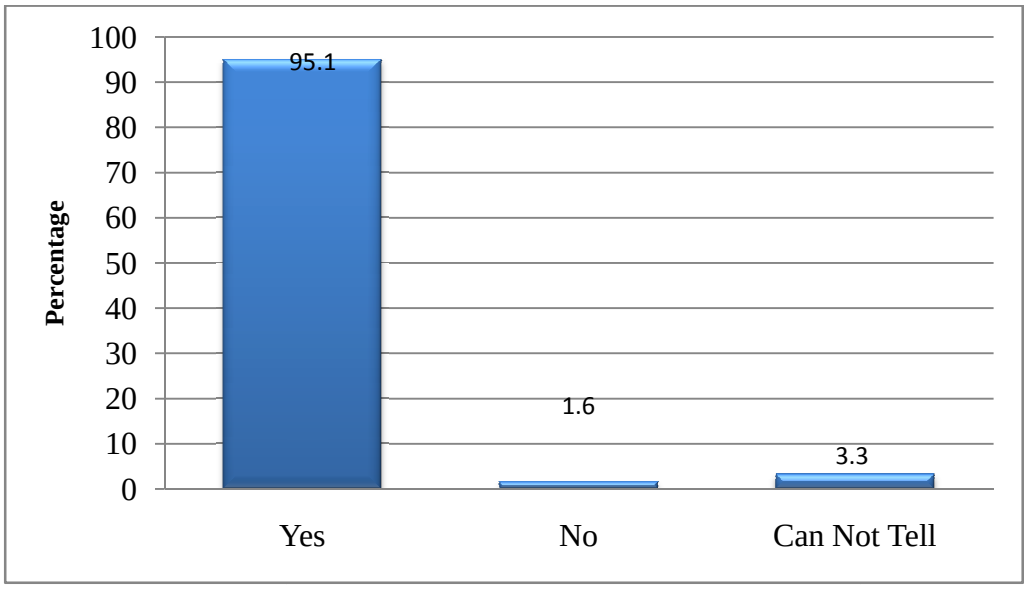


Figure 6.3.56 Career Advancement should be in the form of duty leave, increments, based on subsequent academic achievements.

Table 6.3.56 shows that earlier it is necessary to update academically the junior college teachers with orientation or refresher courses other than in service training. All these academic endevaurs will enable Junior college teachers for the advancements. It will be a motivation for the junior college teachers. Senior college teachers get all these academic benefits for their academic advancements**.**

6.4. Open Interview:

In the process of collecting data the researcher had selected 5 respondents from each category of stake holders and the following questions were asked:

1. What is your opinion of status of NSS in the College?
2. Does the issue of attachments affect the holidays and academic years?
3. Does the issue affect the number of students per division?
4. What are your general suggestions?

The responders were asked to give their opinion and the researcher has taken down the responses that were given by the stake holders. In all 25 responders were interviewed. The considerable number of respondent has given their responses in support of the hypothesis of the present study.

Question No. 1

I. Principal:

Majority of the respondents feel that the Status of the NSS unit in the Junior Colleges attached to Senior Colleges is suffering due to there being attached. Whereas minority of the Respondents feel that this attachment does not affect the status of the NSS unit REASON: These categories of the respondents are the Principals and by virtue of their post they would not probably feel strongly that the NSS unit in the college faces any discrimination. The minority observation can be traced to the strong need of the responding Principal to defend the forte of the College. The Principal of a college feels himself responsible for the functioning of the college, whereas the NSS Unit is no exception to the rule. However, the fact that subconsciously the bias towards the senior section is inadvertently nurtured.

II. Vice Principals:

A strong majority of the Respondents in this category opines that the Status of the NSS unit in the Junior Colleges attached to Senior Colleges is suffering due to there being attached with the Senior and would have prospered if allowed to function under the autonomous 10+2 formation. Whereas a fourth of the Respondents feel that this attachment does not affect the status of the NSS unit as the Junior Colleges have a separate staff to take care of the NSS Unit. However this can be the exception to the rule of generality.

III. Supervisors:

Overwhelming numbers of the Respondents feel that the Status of the NSS unit in the Junior Colleges attached to Senior Colleges could certainly do better and are suffering due to being attached. This response can be attributed to the fact that the Supervisors are the administrative organ of the Scheme and hence have firsthand experience and feel that the attachment is affecting the NSS units in the integrated system.

IV. Teachers:

There is unanimity between the Respondents in this category and strongly feel that the Status of the NSS unit in the Junior Colleges attached to Senior Colleges is suffering due to there being attached. This response can be attributed to the fact that the Teaching Faculty are the implementers of the Scheme and hence have firsthand experience and feel that the attachment is affecting the NSS units in the integrated system. This unanimity can be attributed to the fact that the teachers are the forerunners of the scheme and hence directly affected due the integrated system of education.

V. Students:

Substantial numbers of the Respondents feel that the Status of the NSS unit in the Junior Colleges attached to Senior Colleges is suffering due to there being attached. Whereas minority of the Respondents opined that this attachment does not affect the status of the NSS unit.

General Observations:

In respect of the question raised, "What is your opinion of status of NSS in the College?" the stakeholders in their representative form have generally opined that the NSS unit could have performed better if the Junior Wing would not have been integrated to the senior College. The question under study has been overwhelmingly been supported by the Respondents. Only a minuscule number of respondents have differed otherwise.

Interestingly some of the respondents have brought the attention to the fact that NSS unit are functioning in Senior Colleges where there are no Junior Colleges attached,

whereas the NSS Units in Junior Colleges attached to senior College are not functioning to the optimum. The State Government appears to having a general apathy in this regards. The NSS Units in the Junior College attached to Senior College are not accorded support and to top this, the number of students per unit is reduced. There are 28 Colleges that are functioning as integrated within the study area, from the 28 colleges there is an NSS Unit in all the 28 Senior Colleges, however there are only 5 Junior College, where there is a sanctioned NSS unit. This disparity shows the negative and biased attitude towards Junior college.

Question No. 2

I. Principal:

As far as this group is concerned the response can be analyzed I form of majority view that the holidays in the Junior Colleges attached to Senior Colleges are affecting the general physic due to there being attached.

The reason behind this response can be attributed to the fact that the Principal is the academic and administrative head of the Senior as well as the Junior unit. This discrepancy unnecessarily increases the work load of the Principal.

II. Vice Principals:

It is found that the major portion of the stakeholders of this category i.e. Vice Principle feel that the holidays in the Junior Colleges attached to Senior Colleges are affecting the general physic due to there being attached. Whereas very few are of the different opinion.

The reason behind this response can be attributed to the fact that the Vice Principal is the academic and administrative head of only the Junior unit. Since the Vice Principal is responsible for the academic issues therefore he is more concerned about the holidays.

III. Supervisors:

It is really noteworthy to see that all the stakeholders of this category feel that the holidays in the Junior Colleges attached to Senior Colleges are affecting the general physic due to there being attached.

The reason behind this response can be attributed to the fact that the Supervisor is saddled with academic and administrative functioning of the Junior unit. This discrepancy in holidays unnecessarily complicates the functioning.

The Supervisors are the group that have to optimize the academic and administrative functioning and the inherent problems faced solely due to the integration is experienced by this group in it's full impact. Hence it can be seen that that this group are overwhelmingly supporting the hypotheses and are supporting separation of giving autonomy to the Junior Colleges.

IV. Teachers:

The Junior College teachers also feel that the holidays in the Junior Colleges attached to Senior Colleges are affecting the general functioning due to there being attached. Whereas 25% would like to differ.

The reason behind this response can be attributed to the fact that the Teachers are saddled with the academic responsibility of the Junior unit.

The general opinion is that the holidays in the integrated colleges are largely affected due to the integration. There is one regulatory authority, but since the integration plays a major role, the holidays are affected where the integration is there.

V. Students:

It is astonishing to find that the many students also feel that the holidays in the Junior Colleges attached to Senior Colleges are acceptable. Whereas, only few students would like to differ.

The reason behind this response can be attributed to the fact that the Junior Colleges attached to Senior Colleges get more holidays in comparison to the otherwise Junior Colleges. Hence the students are satisfied with this discrepancy.

At the summation the responses are in favour of the Hypotheses of the issue under study.

General Observations:

The question, “Does the issue of attachments affect the holidays and academic years?” has generated very interesting responses, the respondents have opined radically against each other. The student community seems to be very satisfied with the fact that they are enjoying the multitude of the official and un-official holidays by the virtue of the Junior Unit being attached to the Senior Unit. The Junior College enjoy the holidays that are allotted to the Unit and in addition to the same they are indirectly affected by the attachment with the Senior Colleges and there various functions. Further the researcher also observed that the Junior Colleges are largely affected by the activities of the Senior College, solely due to the nature of the attachment. In comparison the Junior College attached to High School do not suffer from this infirmity.

It is also observed that the Junior College suffers academically due the disparity of holidays only by the virtue of the College being integrated. The Researcher does not suggest that there is any infirmity in the allocation of holidays, however the holidays are regulated by the same competent authority, however the discrepancy arises solely due to the integrations as the implementing authority are functioning under different regulatory authorities. It also transpires from the responses received that the Senior Colleges are subject to various academic function and non-academic activities, further there is substantial movement and political issues solely attributed to the Senior Colleges, this indirectly affects the working days of the Junior Colleges integrated with the Senior Colleges. The Responders particularly the Principals and Vice Principals have voiced their Concern during the interview.

Question No. 3

I. Principal:

As far as this group is concerned the response can be analyzed as follows:

75 % of the Respondents feel that the number of students in two groups under study is different and hence the integration of Junior College to Senior College is not correct. The age of adolescent should have been under consideration. Whereas 25 % of the Respondents say that number of students does not matter.

II. Vice Principals:

75% of the Respondents feel that the number of students in two groups under study is different and hence the integration of Junior College to Senior College is not correct. The age of adolescent should have been under consideration. Whereas 25 % of the Respondents say that number of students does not matter.

III. Supervisors

100 % respondents are in favour of separation of integration of Junior Colleges with Senior Colleges. The inequality in allotted number of students is wrong and un-social. Further there is no scientific differentia justifying the inequality.

IV. Teachers:

100 % respondents are in favour of separation of integration of Junior Colleges with Senior Colleges. The inequality in allotted number of students is wrong and un-social. Further there is no scientific differentia justifying the inequality.

This group of respondents is the first hand human resources that come in touch with the students and their experience is valuable.

The general suggestion is that Junior College attached to Senior College are having 120 seats allotted, whereas the otherwise junior colleges have 80 seats allotted per division.

V. Students:

100 % respondents are in favour of separation of integration of Junior Colleges with Senior Colleges. The inequality in allotted number of students is wrong and un-social. Further there is no scientific differentia justifying the inequality.

General Observations:

This has been a very interesting issue, “Does the issue affect the number of students per division?”. The Respondents have been very vocal about the disparity in the allocation number of students per division. The obvious disparity is observed in the fact that the junior colleges attached to senior college are permitted to admit 120 students per division, whereas Junior Colleges attached to High School are permitted

to admit only 80 students per division. The respondents feel that this disparity is not based on any scientific or intelligible differentia. The respondents particularly the Teachers and students advocate lesser number of students, whereas for administrative reason or financial reasons the respondents in the Managerial capacity seem to support the disparity.

Question No. 4

I. Principal:

In response to the question all the respondents have supported the Hypotheses that the integrations of Junior College to the Senior Colleges is not correct. This response can be due to the fact that the academic and administrative workload is enormous and the Principals are saddled with huge responsibilities. There are assorted suggestions and recommendations. The same shall be incorporated in the observations and suggestions at the end of the study.

II. Vice Principals:

Many administrative heads of the Junior colleges are in favour of the separation but on the contrary few of them do not support the attachment. The reason given is that the transitions from adolescence to maturity should be smooth, hence earlier integration is necessary.

III. Supervisors:

Half of the respondents have supported the attachment for the very limited purpose that the junior college integrated with senior colleges can enjoy the infrastructure of the Senior College. Whereas the the remaining respondents opined that social necessity and adolescence can be affected by the peer pressure through ragging.

IV. Teachers:

The response to this question from this category is very balanced. Therefore the responses are equally divided into two different parts. So one group of the respondents feel that the integration of Junior with Senior is acceptable. The reason given is that the adequate facility, peer typesetting, exposure and transition from adolescence to maturity. The social understanding of the integrated students in comparison to the other Junior college is remarkably good.

Whereas the other group of the respondents advocate separations to demark the difference. On the contrary they are of the opinion that separation of the Units will benefit the students, who are the centrifugal of education.

V. Students:

The Responses are divided as to the general suggestions, this division is attributed to the fact that the scope and nature of the attachment and status of the respondents with the issue under study. The Principal and their counterpart would not concur with the teachers and neither students, who are in this phase only for 2 years would have any common issue. Hence the general division can be seen.

General Observation:

To the final question as to the "What are your general suggestions?" the respondents have opined:

Mixed emotion can be traced to the fact that the respondents are not mature to evaluate the pros and cons of the integration. The adolescence speaks through their responses. The respondents have substantially opined that there is a strong necessity to separate the integration and they have further suggested that the adolescent age group that is the major stake holder in the entire study, will prospers only under the autonomous existence. The respondents have abhorred the idea of integration in totality be it to the Senior College or the High School.

Conclusion

In conclusion of the open question Interview, from the responses received from all the stake holders, and the general recommendations received by the Researcher the prima facie observation is that there is a eminent necessity of the system be immediately revamped and serious, radical and surgical decision be taken to separate existing integration at all levels and accord separate status to the 10 + 2 education.

This positively supports the hypotheses that separations and different specialized treatment in education can be concentrated only when the junior Colleges are separated and made autonomous.

CHAPTER - 7

FINDINGS, CONCLUSION AND SUGGESTIONS

The findings of the study conducted by the researcher that has been revealed during the scope and within the perimeters of study can be finally summarized as under:

7.1 Findings:

1. The study regarding the present situation of the integrated Junior Colleges attached to Senior Colleges reveal that the single most important thing needed now is to get out of the rigidity of the present system. Simply because the yesteryears' educational system of 10+2 stage will not satiate today's and needs of tomorrow.
2. The researcher also brings out the teacher's perception of difficulties which hampers teaching and learning of English.
3. The study reveals that more emphasis and importance be given to English language at 10+2 level.
4. The study brings out the need of re-organization of the present structure of the Junior Colleges.
5. It is found that centralised Admission process for Std. XI is a unique procedure implemented for the 10 +2 system of education as compared with other classes and courses.
6. While collecting data from the stakeholders the researcher observed that there is a dire need of soft skill and remedial courses for the needy students at 10+2 stage.
7. It is a consolation to know that the students of Junior College are very much aware of the fact that they have the information of ragging and its consequences thereof.
8. The stakeholder's emphasised on the fact that facilities channelized to Senior College officials in terms of infrastructure, library, laboratory, and play ground.
9. While considering the data from different stakeholders particularly from the Principals of integrated Junior Colleges attached to Senior Colleges were indifferent to the issues of 10+2 unit in their colleges.

10. But the researcher must admit and submit the fact that he was lucky enough to get the maximum co-operation from all the remaining Principals not only by way of filling the questionnaire but also by giving valuable suggestions to the present research study.
11. It is very clearly revealed that there has been missing link between the Junior College students and the Junior College teachers also.
12. It has also been observed that the lack of communication between the different government officials in terms of examinations held at college, board or university level.
13. The researcher observed the territorial limitations of the present study however the researcher approached other stakeholders belonging to Pimpri-Chinchwad area also i.e. other than Pune city.
14. The researcher noticed from the responses of the stakeholders belonging to Pimpri - Chinchwad area that they also agree with the statements made by Pune City Stakeholders.
15. There is a need for the separation or the autonomy of such integrated Junior Colleges attached to Senior wings or even to higher secondary schools.
16. There is a superiority complex with the teachers of higher education.
17. Centralised Admission Process is an important segmentation for bringing the uniformity amongst the integrated Junior Colleges attached to Senior Colleges.
18. Due to less opportunities and the lack of innovative programmes under the banner of Junior College, the approach of the Principal of Senior Colleges is of a lesser interest only because they do not gain anything either from the state government or any other competent authority.
19. The age factor of the adolescents of +2 students also matter a lot in terms of discipline, mannerisms and maturity also.
20. The co-curricular and extracurricular activities have no place in the administrative set up and style of the Junior Colleges attached to Senior Colleges.
21. The State Government, Directorate of school Education, Student's organizations, political authorities and representatives and other sociologically peer pressure groups never gave any importance or priorities to the 10+2 system of education.

22. The study regarding the profile and history of Junior Colleges reveal that no attempt has been made to organize the seminars or symposiums to discuss the administrative, academic issues related to the +2 system of education except the two seminars mentioned in the research work.
23. The Junior College teachers organisation had been always under the bad criticism i.e. catering only the financial benefits of the Junior College teachers. But the researcher under this study does not agree to the statement mentioned above.
24. The overall population of the Junior College teachers in the Pune City do not have adequate representation on the competitive authorities like HSC Board's different committees either at divisional or state level board.
25. The representation given to Junior College teachers on the senate of Universities also have been withdrawn by the provisions under university statue amendments but university representative are still working on various committees of the state and divisional boards of higher secondary education.
26. Education is a crucial factor for enhancing policy decisions and skill development; It can be at KG to PG level. But 10+2 at all levels had been neglected by all the concerned authorities.
27. The researcher under the present study and with the administrative experience of 20 years at 10+2 level found that there are several academic and administrative issues pending with various government authorities.
28. The most innovative and useful activity like National Service Scheme has been affected badly in terms of the student strength only because of unwillingness of the state government school administration.
29. The researcher deeply regrets for the fact that there has not been any constructive attempt at any level to inculcate the feeling of national integration considering the age factor of 10+2 system of education.
30. The researcher also noticed as to how the importance of vocational education at Junior college level have been looked down and no weightage is being given to the science and commerce faculties.
31. The researcher strongly believes in the age of adolescence of this 10 + 2 system which really need conducive atmosphere for intellectual and emotional growth of std XI and XII students.

7.2 Findings and Observations:

Besides these findings the researcher experienced and observed some more issues related to this 10+2 system of education. The researcher wants to submit these educational, administrative and linguistic problems as they are within the frame work of the study under research.

1. The study reveals that the concept of mechanism and operations coupled with a lot of abrupt Govt. policies, plans and its implementations is not surveying the purpose holistically.
2. The arrangement of Junior Colleges attached to Senior Colleges suffers administratively as well as academically due to two separate government department working in tandem for the Senior and Junior wing of colleges subsequently leading to problems of span of control, delegation of authority and responsible communication barriers and bottle necks, ineffective co-ordination and administration control and management at all levels within Junior and Senior Colleges.
3. The management of such colleges lacks proper vision towards future growth and development of the institutions.
4. The Principal or the head of the institution in almost all the cases in all institutions becomes a scapegoat and his torn apart in conflict with management, staff, non-teaching members and Dy. Director and other Government officials.
5. The effectiveness and job satisfaction levels of the junior colleges teachers is very low and they seem to be lacking motivation and possess a very low morale.
6. The teaching and non teaching staff of Senior colleges feel to experience and express anguish and bitterness due to the unfair and discriminatory benefits enjoyed by Senior Colleges in terms of Pay- scales, career advancement schemes and incentives.
7. The situation of Junior College attached to Senior college with regard to overall management, administration is very different in rural areas especially in a remote outskirts in Pune City.
8. The system of irregularity in sanctioning approvals and disbursement of monthly salary as compared with Senior College is not satisfactory.

9. It is observed that the admission procedure on centralised process to blessing as well as curse thereby creating injustice to rural based colleges and colleges run with less finances and inadequate resources.
10. The curriculum of Junior Colleges of all the streams as a general perception of the respondents fails to impart adequate knowledge, practical understanding and lacks development of skills and its application amongst the students.
11. The evolution, assessment and examination of the co-ordinating board apparently seems to have a very liberal evaluation policy thereby creating a big laucuna for the passed out students to cope with the degree level curriculum of their streams.
12. The manpower of Junior College attached to Senior College suffer a lot of stress, work pressure and anxiety due to the half-hazard, unplanned system of promoting students with the form No.17 and ATKT rules coupled with very rigid deadlines and exhaurbitant fees with regard to filling up of forms and submission of document and deadlines.
13. The introduction and problem of adaptability to digitalised technology and computerisation tends to increase the workload and miseries of principals, Vice- principals, Supervisor and non teaching staff of Junior colleges attached to Senior colleges.
14. There seems to be a lack of political will on the part of the Dy. Director of Education, State Government of Maharashtra to implement the segregation of Junior Colleges attached to Senior Colleges as compared to all other states in India.
15. The private tuition classes and institutes imparting preparation courses for competitive exams pose a threat as a parallel Junior College to the colleges attached to Senior Colleges whose management and their staff are not so serious about the attendance of the students who prefer to be present in coaching classes rather than attending their regular college as compared to the strict rules and regulation of attendance in school attached junior Colleges.
16. Majority of the teachers attached to Junior Colleges lack teaching skills, as well as communication skills and have lot of linguistic based issues.
17. The centralized admission process introduced 10 years back is a very badly affecting Sr. Colleges because of the harassment, infiltration, high handedness and pressure tactics of political leaders, regional political parties and the anti

social elements. This threat or harassment is either less or negligible in Junior Colleges attached to schools.

18. The Junior Colleges attached to Senior Colleges also survey as a boon for mercinary agents and touts in creating corruption rackets with regard to admission as compared to school attached Junior Colleges.

19. Some of the stakeholders particularly parents are not happy with the admission mechanism followed by principal and management members attached to Senior College and surprising there is a spate of RTI's against these principals and institutions.

20. Recently some stakeholders i.e. parents frustrated with the admission procedure and manner is which admission where done have filed PIL and registered cases with Lok aukkta.

21. Some of the senior colleges management attached to junior colleges are trying to come out of those of the admissions either by

    a) Hiring legal services

    b) Surrounding the management quota seats.

22. The principals of Junior College attached to Senior Colleges are constantly working under stress and pressure throughout the year as compared with junior College attached to schools due to the following reasons --

    1. Checking and completion of roster as per the whims and fancies of the Dy. Director Office, Government of Maharashtra
    2. Pressure tactics and harassment by political leaders and anti social factors for admissions.
    3. Pending approval cases of teachers
    4. Delayed payment of salaries and arrears
    5. Incompletion of service book entries and records
    6. Non – filling of vacancies against the retired teachers for longer period
    7. Troublesome Shikshan Sevak System
    8. Indiscipline of students
    9. Problems related to form no 17 and ATKT rules.
    10. Quick adopting of digitalisation a technology with regard to on line admission, on line filling exam form, unreasonable deadlines etc.
    11. Threats from teacher organisation with regard to strikes etc.

7.3 Conclusion:

For all practical purposes there can be no summation of any dynamic existences, the living status of the topic under research does not permit any summation, however for the sake of present research the formality of summation is endeavored. At the very outset of summation I have to make a confession, that the present research and the pursuits of facts has taught me several things, the outcome of the research, the effect and findings after the collection of responses has thrown light on erstwhile issue that have not been considered by the researcher. The entire exercise for the past several years has made me wiser and taught several lessons. The perspective and notions have been tested under preconceived mind set. Some of the preconceived notions have been proved and established and some the finding of the study has made me rethink and change the notion.

There are several issues and notions that have been changed, established and destroyed. One of the notions that deserve mentions is that the Junior College attached to the Senior College suffers to extreme extent and the staff of Junior College is deprived basic administrative independence. During the study several responses has made the Researcher to change his perspective. As it was observed there has been a major shift in administrative and managerial polarization. The post of Supervisor and subsequently the creation of the post of Vice Principal changed the equation as far as administrative and managerial perception and authority is concerned. Several legislative and logistic managerial delegations were earned out. The decentralization of several issues became possible and mandatory. This creation of additional post in practical sense eased the burden of peer pressure from the Senior College. It was also for the first time that additional remuneration was given to the Supervisor and Vice Principal over and above the regular pay-package. The offering of the additional honorarium did not financially enhance the pay-package, but contributed towards the boosting of morale of the appointee senior teachers. The recognition and appreciation of contribution of the Supervisor and Vice Principal was the morale booster. However this measure was not sufficient to replenish the depleted condition of the Junior College attached to Senior College.

The entire study has introduced several facets of human beings, on some occasions the response was overwhelming and supportive and on rare occasions the elusive respondents have attempted to dilute the effort of the study. However to sum the whole response, it would not be an over statement that the response was overwhelming. The response sheet that had been prepared with specific intention was required to be changed, so as to make the same all inclusive, fortunately the respondents by and large have been cooperative and there was no need to pursue or explain the question featured in the questionnaires. It would also be relevant to record that the questionnaire was required to be changed and redrafted on several occasions. This was to ensure appropriate and exhaustive response to ensure that no stone was left unturned.

The principle of attaching Junior College to the Senior College and conducting the integrated program is also otherwise not scientific as is established from the findings of the study. The underlined message from all the responses and the study conducted strongly advocates separation of Junior College from Senior College. As a famous saying goes, "Small plants do not sustain under large trees" the adolescent stage of the students suffer the most in the system of education. The differential treatment given to the teaching and non-teaching of the Junior College as compared to the attached Senior College is very widely observed during the study. On the contrary the popular feeling is that the staffs of the junior College are customarily looked down upon. This can be roughly compared to the caste/class system followed in the ancient and medieval India. Time has come to revive the moral of the staff and ensure justice to the educational system where the adolescent of the country, state and city are pursuing education.

While considering the situation created by the attachment of Junior College to the Senior College the affected group has been wider than the previously thought by the researcher. After the in-depth study it was observed that all the necessary groups or parties involved in the integrated system were being affected by this arrangement. The integrated system may have been convenient in several ways. But the cutting of corners for convenience has not helped or prospered any one. On the contrary differential treatment and specialized treatment was necessary. The intensity and the necessity of the separation seemed all the more eminent after studying the responses.

The researcher has unequivocally arrived at the summation that the entire system has been hijacked by the convenience of the administration and the academic and social development has been compromised. The affected groups include the students, the teaching and the non-teaching staff. In some way indirectly the administrative and the management has also been suffering. However the convenience of financial liability and expenses has probably advocated the continuance of the integrated system of attaching Junior College to the Senior College. Time has come after the minute perusal of the responses in the present study, to strongly advocate separate and specialized treatment of the age group by giving it new lease and free the adolescent from the pressure of the Senior College.

At this point, one of the definitions that requires to be revisited is that the 'stake holders' of the junior College. It would not be very late to say that the students, teaching and non-teaching staff, administrative staff are collectively referred to 'stake holder' unless the context requires otherwise. One of the situations that warrant mention would be the changed perception and treatment of the Junior College Teaching 'stake holder'. The germ of starting the integrated system was to satisfy the feeder of the Senior College, it was thought that if the junior College was attached to the Senior College then the students for the Senior College would be available. The researcher at this juncture would like to record that this situation does not exist particularly in the area and jurisdiction of the present study that is the city of Pune. It would be different if the large picture was to be considered but the situation within the City is very clear. The necessity of integrated system has not changed the intake situations of the Colleges. The 'stake holders of the Senior College have also realized this and hence the outlook that was in favour of integration has sublimely changed towards granting separate status to the junior College.

Now-a-days it is found that the emphasis is being shifted from more resources of education to better and effective utilization of resources in education. But when we look back on the trail of Indian education system we find that India had been a huge land of enormous natural resources occupied by people of primitive minds. India had been recognized as a land ruled by kings and taught by Gurus. In good old days *Gurukul* system of education was followed. It was considered that this education was for the enlightment of souls.

Slowly education scenario underwent some changes. Hence emphasis on national development envisaged both acquisitions of resources as well as effective utilization of resources. As a result, both administration and management departments had important place in the system of education. Education system was no more treated as a mere teaching and learning process. It has evolved into a multifaceted personality.

The importance of separation of integrated system along with other remedial activities has been proposed by several educationists and the outcome of the present study also advocates the same. The current system of education had been designed with the ultimate goal on national development. Educational development had been treated at par with national development.

Higher secondary education is the crucial stage of development in overall system of education. The education given at junior college is very vital and decision making. The environment provided at this stage should enhance the development of potential. The atmosphere needs to be very conducive for a student's growth, emotionally as well as intellectually. They pass through a delicate stage of adolescence in this period. They arrive at this stage after crossing through 10 years of schooling where they undergo codes of discipline and guidance at each and every stage of their growth. They arrive at a stage where their individuality starts evolving and at the same time their maturity level is still under developed. They need space of growth, both in emotional as well as intellectual development. Being regulated by the codes of schooling curtails their space of growth. Also, if annexed with colleges, the focus of attention gets diverted. And the group misses the care which they rightly deserve. It is a vital stage of emotional development and also of academic development. They cannot afford to make any compromises either on their emotional growth or on their academic development. With the advancement in the science and technology, education would never be complete without proper infrastructural facilities. Considering this stage of growth they could not afford to be neglected in the colleges where the focus of limelight would be turned towards advance degree courses. It was suggested by various educationists to conduct junior collages independently. The outcome of present study advocates the same.

As an independent organization, the quality of junior college education could be well maintained. Adequate infrastructural facilities could be developed. Various skill based vocational courses could be created depending on the needs of the industry and also the interest of the student. The student of below average capacity could be counseled and channelized with due care. Equal opportunities could be provided for different categories of students.

Hence, the present study regarding the status of junior colleges, propagates the system of independent organization where they could be given better support and guidance, where they could get full benefit of available resources and where they could be managed with adequate facilities.

The researcher in this academic endeavour made systematized efforts to focus on the administrative and educational problems of 10+2 system of education. It is carried out with a view to surveying the present situation by way of collecting data from the stakeholders in order to make suitable remedies for improving the present position of the integrated Junior Colleges. Undoubtedly the researcher tried to do objective analysis based on the information given by the Junior College Students, Teachers, Vice Principals, Supervisors and most importantly the Principals of the Senior Colleges where Junior wing is attached.

Based on above findings the researcher has come to the following conclusions both general as well as specific.

A) General:

1. Integrated Jr. Colleges attached to Sr. colleges in Pune City do not fit into the new emerging modern social structure as compared with other States/Countries.
2. All the existing educational mechanisms under the set up of higher secondary education fail to fulfil any of its basic objectives in the true sense of the terms.
3. Linguistic, administrative and educational problems both, minor and major spread out in the short and long term as well as in long run will be escalate as long as Jr. college are attached to Sr. college due to the above findings.
4. There is quality regulatory authority for Higher education which is done by National Assessment Accreditation Committee (NAAC), it would be good if there is a SAAC for the evaluation of Junior colleges on the same perimeter. The prevalent organization structure of the institute its existing infra-structure is very pathetic and alarming specifically in the rural areas.
5. The higher secondary educational system is very vulnerable to the whims and fancies of uneducated politicians and prejudiced education ministers.
6. The national education policies and specific programs such as NCC / NSS / RTE cannot be organized or carried out effectively due to the alarming imbalance in the teacher-student ratio and excess number of divisions.
7. The higher secondary system seems to operate without any specific mission, vision and it lacks commitment towards promoting good citizens with impetus for holistic development in their future careers.

B) Administrative

1. The administrative resolutions that promulgated through various GRs, statutes, rules and regulations of the current set are relating to higher secondary education and there is requirement of concentration towards Jr. Colleges.
2. The present administrative regulations appears to be redundant and obsolete hence bringing the higher secondary education scenario to a very grim and unstable picture.

3. The administration and the managerial acumen of educational administrators, officials, experts as well as teachers lack professionalism and in many situations the functioning is very appalling and unethical

C) Linguistic:

1. Under the integrated Jr. College attached Sr. college system focus on English language and its effective teaching is predominantly absent and a step motherly approach or attitude towards English language is prevalent.
2. Effective linguistic positioning and ensuring its effective significance, relevance and utility is a farfetched goal under the higher secondary education scenario.
3. Linguistic relevance, stability, growth and development is conveniently neglected by both the government and the management of educational institutions operating in the arena of higher secondary education.

D) Educational:

1. There is an urgent need to enforce war footing decisions and actions by the government to eradicate, reduce or address the linguistic administrative and educational problems of both the teachers and the taught covered under the study.
2. In the pursuit of providing mass education under the higher secondary umbrella the students are compelled to join traditional streams such as Arts, Science, Commerce rather than being exposed to skill based job oriented vocational courses.
3. The 10+2 system lacks effective networking amongst its very closely related stakeholders and hence suffers with constant perennial legal, financial problems coupled with dissatisfaction from teacher unions and associations.
4. Under the 10+2 there is a government and political interference which becomes a major hurtle to run their institutional effectively.

5. Alongwith regular teaching there should be remedial and coaching for competitive examinations.

E) Teaching

1. The teaching human force dedicated to the 10+2 are facing alienation from the main stream. This apparently is due to the teaching human force are considerably in minority as compared to other teaching force.
2. The teacher because of their minority existence do not receive adequate attention and due diligence from the management.
3. The teachers are not provided proper and periodical training and incentives in any nature.
4. The Junior college teachers are expected to consider the other activities of the Senior College as part of their duty and when the issue of Junior college arises, this suddenly is treated as problem of the junior college.

In summation the findings, Conclusion and suggestions form the icing of the organization of the present research study. The researcher has taken utmost care to avoid any personal, biased and individual limitations from being reflected through the findings or the suggestions. Such suggestions or recommendations are mere reflections without any distortion of the sentiments of the sample population of the present study.

7.4 Suggestions:

The essence of any research is to derive workable and feasible suggestions. The research in any field particularly social field is conducted because a problem exists and on deep study of the problem the epitome and purpose of research should necessarily arrive at a solution. This endevour and study was for the very purpose to critically study the linguistic, educational and administrative problems of junior colleges attached to senior colleges in Pune city, Maharashtra. Hence the suggestions are within the perimeters of the geographical jurisdiction. No doubt there are several problems and issues all over the State, and the jurisdiction of the study represents the State of Maharashtra, the suggestions could be accepted as universal to the State of Maharashtra. The suggestions are as follows:

A) General:

1. Integrated Jr. Colleges attached to Sr. colleges in Pune City need to be separated and autonomy be awarded in all aspects. This would ensure the adolescent education being made holistic
2. Linguistic, administrative and educational problems need to be addressed and remedied.
3. The SAAC for the evaluation of Junior colleges on the same perimeter as that of NAAC be established.
4. The 10 + 2 education should be autonomous even from politicians and experts be assigned for the daily administration of the 10+2 education.
5. The national education policies and specific programs such as NCC / NSS / RTE can be organized.
6. There should be workable balance in the teacher-student ratio and excess number of divisions.
7. The higher secondary system or junior College should operate with specific mission, vision and there should be commitment towards promoting good citizens with impetus for holistic development in their future careers.

B) Administrative:

1. The administrative resolutions be promulgated through various GRs, statutes, rules and regulations which give concentration towards Jr. Colleges.
2. The present administrative regulations be rescheduled and revived so as to give a stable picture.
3. The administration and the managerial acumen of educational administrators, officials, experts as well as teachers should inculcate professionalism and in many situations the functioning be inspirational and ethical

C) Linguistic:

1. Under the integrated Jr. College attached Sr. college system focus on English language and its effective teaching be predominant.
2. Effective linguistic positioning and ensuring its effective significance, relevance and utility be made the goal under the 10+2.

3. Linguistic relevance, stability, growth and development be conveniently introduced by both the government and the management of educational institutions operating in the arena of 10+2 education.

D) Educational:

1. War footing decisions and actions by the government to eradicate, reduce or address the linguistic administrative and educational problems of both the teachers and the taught be made essential.
2. In the pursuit of providing mass education under the 10+2, the students be made aware of vocational training along side traditional streams such as Arts, Science, Commerce be exposed to skill based job oriented vocational courses.
3. The 10+2 system should ensure effective networking amongst its very closely related stakeholders and dissatisfaction with teacher unions and associations be removed.
4. Under the 10+2 the government and political interference should be minimised which will provide good atmosphere to run their institutional effectively.
5. Alongwith regular teaching there should be remedial and coaching for competitive examinations.

E) Teaching:

1. The teaching human force dedicated to the 10+2 are facing alienation from the main stream should be brought in main stream.
2. The teacher because of their minority existence should not receive inadequate attention and due diligence from the management should be ensured.
3. The teachers be provided proper and periodical training and incentives in all nature possible.
4. The Junior college activities and that of the Senior College be made part of duty of the entire college.

In summation the finding, conclusion and suggestions form the crux of the present research study. The researcher has taken utmost care to avoid any personal, biased and individual opinions from being reflected through the findings or the suggestions. Such suggestions or recommendations are mere reflections without any distortion of

the sentiments of the sample population of the present study. The researcher sincerely hopes that the endevour of the research reaches it's logical end by the adolescent education of the 10+2 being treated with due diligence and the required autonomy be given to the 10+2.

7.5 Scope for further study:

1. This study was more of a inter-disciplinary nature but similar study to be conducted exclusively related to a single specific discipline so as to have an very comprehensive and critical analysis and projection of the linguistic, administrative and educational problems of Junior colleges attached to senior colleges.
2. Similarly type of study could be carried out on a comparative basis with other boards such as CBSE, ICSE to analysis the strength, weakness, opportunities and threats of Junior colleges or Higher secondary education under their respective governance, administration and managerial control.
3. Similar type of study can be comparatively studied with pro-linguistic educational institutions and non – pro linguistic educational institutions.
4. In continuation to the present study the financial aspects in terms of concessions, awards and most importantly the probable expenditure for disintegration for junior colleges from senior colleges can be properly calculated.

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संदर्भसूची

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ANNEXURE

No.	Particulars	Pages	Remark
1	Questionnaire of the Principal/ Vice-Principal/ Supervisor/ Registrar		Sample Copy
2	Questionnaire of the Teachers		Sample Copy
3	Questionnaire of the Students		Sample Copy
4	Open ended Questionnaire for Interview		Sample Copy
5	Detail List of Colleges		Original

QUESTIONNAIRE

Questionnaire for Principal / Vice Principal / Supervisor

Kindly fin the appropriate grade based on your experience and observations.
The answers may kindly reflect your personal opinion.
In case of any ambiguity kindly feel free to contact the researcher for explanation.
Kindly read the grades prior to starting with the process.

The grading are as follows:

A Strongly Agree
B Agree
C Disagree
D. Strongly Disagree
E. Undecided

Integrated Junior and Senior Colleges

(Colleges with Senior and Junior College attached)

Sr	Particular	Grade
1.	The philosophy of attaching the Junior College with Senior College is fundamentally not appropriate.	
2.	The administrative design, style and setup of Junior College is not compatible with that of Senior College.	
3.	Appointments and approvals of Junior College Staff as composed to Senior College Staff are radically different.	
4.	The overall complexity of integrated colleges leads to excessive reliance on private coaching classes.	
5.	11^{th} to Post graduation under the same management, infrastructure and setup is not correct and feasible without compromising on the excellence.	
6.	The Administrative structure and stalling pattern in a Junior College is different than that of Senior College. However more emphasis is given to the Senior College requirement.	
7.	There appears to be a wide chasm between the Administrative Junior College staff members and Senior College staff members due to lack of uniformity in working hours, workload and pay scales.	
8	The priorities of the management and the organization structure appears biased and favouring the senior Colleges, than the Junior Colleges.	
9	There is a feeling of tight rope walk for the head of the Junior College staff to interact with the management every academic year in Junior College.	
10	Separate identity of Junior College can ensure effective administration with assured academic consistency, stability, growth and development.	

Administrative
(General Administration)

Sr	Particular	Grade
1	Overlapping and duplication of administrative functions are observed in Junior College attached to Senior College. This can be avoided by separation of the Junior College from the Senior College.	
2	The Administrative Heads of Junior College attached to Senior College are more focused on the Senior Colleges that on Junior Colleges. There should be separate staffing pattern and considerable autonomy to the administrative staff responsible for the functioning of the junior College attached to the Senior College.	
3	The recruitment rules and regulations are not matching with the rules and regulations with that of Senior College. The inequality of the rules creates discrimination with the administrative cadres.	
4	Disciplinary and regulatory authorities are lenient towards serum college staff compared to the junior college staff. The Administrative Staff can benefit by administrative separation of Junior Colleges from the attachment of the Senior College.	
5	Administrative Inconveniences are caused while organizing board examinations and university examinations in Junior Colleges attached to the Senior Colleges.	
	Administrative **(Statutory Authorities HSC Board, ZP, Pay and Provo Unit, Dy Dir Edu., Edu. Dept., State Gov.)**	
1	Incentives, study leave, deputation and other academic benefits are not available in Junior College as compared to Senior College. The junior teaching staff members are not provided with the necessary infra-structure and support for the academic development and enhancement.	
2	The lack of coordination between the various statutory authorities such as Universities, Education Department, HSC Board and Education Ministry leads to several problems and overlapping work.	
3	Ignorance of rules, regulations and statutory GR's leads to confusion, whereas existing policies, rules and regulations need to be reviewed and reconsidered. The career advancement can be linked with in service training. It is necessary to positively initiate training, orientation and refreshers.	
4	There is a lot of cumbersome paper work and un-warranted record keeping resulting into unreasonable delay in sanctioning selection grade, transfer, promotion, etc.	
5	The local politics; misuse of authority and undue pressure from the authorities leads to academic disintegration and growing proportion of non-academic assignment is causing several problems from admission, administration to examination.	

	MANAGEMENT **(Society, Trust, Organisation managing the Integrated Colleges)**	
1	The integration of the Colleges is more convenient for vested interest, than necessity, at the cost of academic excellence.	
2	The decisions of junior colleges take a lot of time to be finalized and implemented in Junior College attached to Senior College	
3	There is always a consistent lack of resource management towards overall management of Junior College attached to Senior College.	
4	The management treats the requirement of the Junior College secondary to that of the Senior College.	
5	The staff of Junior college has lesser access to Management as compared to the staff of Senior Colleges due to learning priorities.	
6	There seems to be deficit of budget for promoting mega events, academic activities and sports events for students in Junior College.	
7	The management of Junior College attached to Senior College face financial crunch to organize Quality Improvement Programme	
8	The management could enhance the attention required to build team unity and spirit among the personnel in the Junior College attached to Senior College.	
9	The supervisory and managerial duties of Junior College are uniquely different with that of Senior College.	
10	The Management lack the initiative of separating the government of Junior College from that of Senior College.	

Human resources
(Teaching and Non-teaching Staff, Supervisor)

Sr	Particular	Grade
1.	The remuneration to the Vice Principal, Supervisor and other teaching staff is not justifiable to the nature of work	
2.	The job satisfaction level of Junior College teachers as compared with Senior College teachers is not in tandem with each other.	
3.	Due to sociological peer pressure the problems of students unrest, discipline and behavior is more rampant in Junior College with Senior College.	
4.	There is no balance of work, authority and remuneration.	
5.	The students do not have ample scope for welfare facilities such as play ground, gymnasium, canteen, library and rest room	

Sr	Particular	Grade
6.	Juvenile delinquencies, acts and threats of suicides are assuming greater proportion in Junior College attached to Senior College	
7.	There requirement of State level / Nation level regulatory authority for accreditation based on NAAC.	
8.	There is no distribution and segregation of work and authority as far as Supervisory staff is concerned.	
9.	Dearth of initiative for fine arts, performing arts and extra - curricular activities.	
10.	No scope for academic enhancement and research facilities	

Your are requested to make your observations in brief and if required with reason and suggestions, for the response, on the following:

Sr. No.	Particular	Grade
1.	There is a need for quality monitoring mechanism from College / Government	
2.	Non Salary grant can reduce the imbalance between staff of Junior College and Senior College.	
3.	Is there need to increase authority of the vice principal / supervisor	
4.	Segregation of integrated Junior College and Senior College could function more efficiently	
5.	Is it necessary to reintroduce the representation of the Junior College on the authorities of the Universities?	
6	Is there any lacuna in disciplinary rules and regulations?	
7	The Centralized Admission Process for Junior College is far more systematic than Senior College	
8	The problem of surplus staff from diverse background is faced by all the concerned, including the surplus relocated.	
9.	Is there a requirement of soft skill and separate coaching, over and above regular classes, such as remedial and scholar batches?	
10	Self evaluation, career advancement and quality assurance should be frequently implemented with junior college teachers.	
12	Is there a requirement for segregation of Government authorities and officials separately delegated for the administration of Junior Colleges?	
13	The system of recruitment and approval is presently shrouded with red tape and requires major changes.,	
14	Career Advancement should be in the form of duty leave, increments based on subsequent academic achievements	
15	General Observation and any other specific opinion related to the study.	

Questionnaire for Students

Kindly fill the appropriate response based on your experience and observations.

The answers should reflect your personal opinion.

In case of any ambiguity kindly feel free to contact the researcher for explanation.

You are requested to make your observations in brief, and if required, with reason and suggestions, for the response, on the following:

Sr.	Issue	Response
1	What was your experience and observation at the time of admission?	
2	How has the College & Office staff reacted with you at the time of admission?	
3	How did you come to know about nobles of the time-table, academic programmers etc.?	
4	How did you receive information regarding sports activity, medical check-up, extra classes, holidays?	
5	What is your Opinion / Experience with Centralized / Admission Process for Junior College.	
6	Is there any requirement of soft, skill and separate coaching, such as remedial and scholar batches? (With reference to CET, CPT, Olympiads etc.)	
7	Do you know what is ragging and that it is punishable with imprisonment?	
8	Have you experienced ragging in the College of any nature?	
9	Is the teaching faculty interactive with the students?	
10	Did you face any problems during your lectures, orals & practical's and have you sought help?	
11	Were you studying in same the institution prior to IX standard?	
12	Do you prefer junior College attached to School or attached to Senior College? Why?	
13	Do you have access to various facilities provided by the College?	
14	General Observation	

List of Junior Colleges attached to Senior Colleges in Pune City

No.	College	Year of Establishment	Address	Principal	Strength		Contact	
					Junior Wing	Senior Wing	Phone	Email
1	P. E. Society's Modern College of Arts, Science & Commerce.	1970	Modern College Road, Shivajinagar Pune 41105	Prof. Dr. Rajendra Zunjarrao	2000	6000	9922007302	rajendraz2002@yahoo.com
2	D.E.Society's Fergusson College	1885	Fergusson College road, Pune – 5.	Dr. R.G. Pardeshi	2880	7000	9225340906	
3	Rayat Shikshan Santha's Annasaheb Magar College		Hadapsar, Pune – 411 028.	Dr. R.M. Misal	2600	4400	9326153835	Raghunath.Misal@yahoo.com
4	St. Mira's College for Girls	1962	6, Koregaon road, Pune – 411 001	Dr. Gulshan H. Gidwani			9049003758	gulshanhgidwani@gmail.com
5	Pune Zilla Shishakan Mandal's Mamasaheb Mohol College.	1984	48/1, Erandawane, Pune – 411 038.	Dr. Kukale S. N.			9822657165	
6	Shishakan Prasarak Mandali's Sir Parshurambhau College	1916	Sadashiv Peth, Tilak road, Pune – 30.	Dr. Dilip N. Sheth	3000	4500	9881071213	shethdilip@yahoo.com
7	Karve' s Shikshan Santha's Shri Sidhivinayak Arts & Comm.	1990	Karve nagar, Pune – 38.	Dr. Pushpa Ranade	425	1200	9822528284	pbranade@gmail.com
8	Marathwada Mitra Mandal's college of Commerce	1986 (Sr.) and 1989 (Jr.)	302/A, Deccan Gymkhana, Pune – 411 004.	Dr. Lawrence	1200	720	9422000217	mmcclaw@gmail.com
9	Sinhagad College of Science	2000	S. No. 9/1/529/2/4 of west bypass way Ambegaon (Bk), Pune – 411 041.	Dr. M. P. Ghatule	1096	2088	9422615144	gmagar@rediff.com
10	Sinhagad College of Arts & Comm.	2004	Narhe gaon of Dehu road, Katraj bypass, Narhe. Pune.	Dr. K. S. Mohite	600	756	9767204544	principal_scoac@sinhgad.edu

No.	College	Year of Establishment	Address	Principal	Strength		Contact	
					Junior Wing	Senior Wing	Phone	Email
11	MES Garware College of Commerce	1967	Karve road, Pune – 4.	Dr. N. S. Umarani	705	1844	9890476191	nsumarani@yahoo.com
12	Symbiosis College of Arts & Commerce	1983	Of Senapati Bapat road, opp. Balbharati, Pune – 411 016.	Dr. Hrishikesh Soman	1385	2630	9371019988	principalsymbiosis@gmail.com
13	D.E.Society's Brihan Maharashtra College of Commerce	1943	Agarkar road, Deccan Gymkhana, Pune – 411 004	Dr. C. N. Rawal	1000	3000	9890132166	cmr812@gmail.com
14	Maratha Shikshan Santha's Shri Shahu Mandir Mahavidyalaya	1960	Parvati, Ramana, Pune - 411009	Dr. Shobha B. Ingawale	1400	1200	9422302936	shobhaingawale@gmail.com
15	M.E. Society's Garware College of Arts & Science	1946	Karve road, Pune – 4.	Dr. Shrikant Gupta	2300	5000	9881009775	toshrikantgupta@gmail.com
16	Ness Wadia College of Commerce	1968	19, Principal V. K. Joag path, Pune – 411 001	Dr. M. M. Andar	1480	2500	7798883402	msquarea@yahoo.com
17	Nowrosjee Wadia College of Arts & Science	1932	19, Principal V. K. Joag path, Pune – 411 001	Dr. K. S. Venkatraghavan	2900	5000	9890593331	Ksvenkato7@rediffmail.com
18	Gujarathi Kelvani mandal's H. V. Desai college of Arts, Comm & Sci	1982	596, Budhwar Peth, Pune – 411 001	Dr. Pathade	450	1800	9823145387	girishpathade@yahoo.co.in
19	Poona College	1970	Pune Camp, Pune – 411 001.	Dr. G. M .Nazeruddin	3000	2640	9595573787	
20	Yashwantrao Mohite College	1978	Erandwane, Pune – 411 038	Dr. K. D. Jadhav			9890969594	

No.	College	Year of Establishment	Address	Principal	Strength		Contact	
					Junior Wing	Senior Wing	Phone	Email
21	S.N.D.T. College of Arts, Comm (Women's College)	1916	Maharashi Karve Vidya Vihar, Karve road, Pune – 411 038	Dr. G. Y. Shitole	1250	1250	9322247148	gyshitolesndt@gmail.com
22	Sinhagad College of Commerce	2003	S. No. 41/4 A + 4B near PMC Octroi post, Kondhwa (Bk), Pune – 411 048	Dr. Wazal Makarand	722	934	8975003949	mswazal@yahoo.com
23	Rayat Shikahan Sanstha's Bharatratna Dr. Babasaheb Ambedkar College	1983	85, Shinde Sarkari wada Aundh, Pune – 411 007.	Dr. Manjushri Bobade	536	960	9049387950	Bobademv1961@rediefmail.com
24	Dr. Ambedkar College of Commerce & M. V. R. Shinde College of Arts	1984	Nana Peth, Pune – 411 002	Sambhaji S. Tayade	430	780	7798772364	
25	Khadki education Society's Tikaram Jagannath College, Kirkee			Dr. Mukund Tapkir			9822020339	
26	S.N.D.T. College ofHome Science	1968	Maharashi Karve Vidya Vihar, Karve road, Pune – 411 038	Dr. Mrs. Manik Dixit	500	500		manikdixit@gmail.com
27	Dr. Babasaheb Ambedkar College of Arts & Commerce	1985	Jai Jawan nagar, Yerawada, Pune – 411 006	Dr. S. R. Najan	360	710	9422343496	najansr@gmail.com
28	Rayat Shikshan Santha's S. M. Joshi College of Arts, Science and Commerce		Hadapsar, Pune - 411 028	Dr. Arvind Burungale				

No.	College	Address	Strength (Jr. College)	Vice-Principal	Contact no. & E-mail id	Supervisor	Contact no. & E-mail id
1	P. E. Society's Modern College of Arts, Science & Commerce.	Modern College Road, Shivajinagar, Pune 41105	2000	Shri. Vilas Alhat	9850982753	Shri. Arun Khandagale	9822830801
2	D.E.Society's Fergusson College	Fergusson College road, Pune – 5.	2880	Mrs. Rekha Palashikar	9822511509 palashikar.rekha@gmail.com	Shri. S. B. Kulkarni	9850662411
3	Rayat Shikshan Santha's Annasaheb Magar College	Hadapsar, Pune – 411 028.	2600	Shri. Anant Patil	9890271223		
4	St. Mira's College for Girls	6, Koregaon road, Pune – 411 001					
5	Pune Zilla Shishakan Mandal's Mamasaheb Mohol College.	48/1, Erandawane, Pune – 411 038.		Shri. G. B. Narke	9730034668		
6	Shishakan Prasarak Mandali's Sir Parshurambhau College	Sadashiv Peth, Tilak road, Pune – 30.	3000	Mrs. Surekha Dange		Shri. Ashok Gadadare Shri. Sanjeev Jagtap Meera Barve	9975789205 ashokgadadare@gmail.com 9890925172
7	Karve' s Shikshan Santha's Shri Sidhivinayak Arts & Comm.	Karve nagar, Pune – 38.		Mrs. Vidya Pande	9850808142 vidyapande@yahoo.com		
8	Marathwada Mitra Mandal's college of Commerce	302/A, Deccan Gymkhana, Pune – 411 004.	1200	Dr. Mrs. Jyoti Gaikwad	9922441810 gaikwadjm.65@gmail.com	Shri. S. M. Tamboli	9822679391 tambolimm@rediffmail.com
9	Sinhagad College of Science	S. No. 9/1/529/2/4 of west bypass way Ambegaon (Bk), Pune – 411 041.	1096	Mrs.Sunita Landge			
10	Sinhagad College of Arts & Comm.	Narhe gaon of Dehu road, Katraj bypass, Narhe. Pune.	600	Mrs. Maitreyi Joshi	9850066890 joshi.maitreyi@yahoo.com		
11	MES Garware College of Commerce	Karve road, Pune – 4.	705			Shri. S. G. Khede	9850444797
12	Symbiosis College of Arts &	Of Senapati Bapat	1385	Mrs. Bharati Belsare	9850819606		

No.	College	Address	Strength (Jr. College)	Vice-Principal	Contact no. & E-mail id	Supervisor	Contact no. & E-mail id
	Commerce	road, opp. Balbharati, Pune – 411 016.			belsarebharati1964@gmail.com		
13	D.E.Society's Brihan Maharashtra College of Commerce	Agarkar road, Deccan Gymkhana, Pune – 411 004	1000	Mrs. Leena Mali	9423568565		
14	Maratha Shikshan Santha's Shri Shahu Mandir Mahavidyalaya	Parvati, Ramana, Pune - 411009	1400	Shri. Limbaji Kamble	9527928355	Shri. C. M. Torne	
15	M.E. Society's Garware College of Arts & Science	Karve road, Pune – 4.	2300	Mrs. Mangala Khanvelkar	9823045216 mangalakh@yahoo.com.in	Mrs. Satinderjeet Kaul	9850812589 kaulsatinderjeet@gmail.com
16	Ness Wadia College of Commerce	19, Principal V. K. Joag path, Pune – 411 001	1480	Shri. Sunil Pandit	9960242001 englishsunil@gmail.com	Shri. S. B. Bade	9850939548 msbade@gmail.com
17	Nowrosjee Wadia College of Arts & Science	19, Principal V. K. Joag path, Pune – 411 001	2900	Shri. Ram Punjabi	9762440012 rtpunjabi@rediffmail.com	Mrs. R. K. Gill	9673261417
18	Gujarathi Kelvani mandal's H. V. Desai college of Arts, Comm & Sci	596, Budhwar Peth, Pune – 411 001	450	Prof. P.V. Pandare	9422331211 pvpandare@hotmail.com		
19	Poona College	Pune Camp, Pune – 411 001.	3000	Shri. Abdul Aziz Shaikh	9423003600		
20	Yashwantrao Mohite College	Erandwane, Pune – 411 038		Shri. Eknath Patil	9881092655		
21	S.N.D.T. College of Arts, Comm (Women's College)	Maharashi Karve Vidya Vihar, Karve road, Pune – 411 038	1250	Mrs. Meera Karandikar	9850730311 kmrugaja@gmail.com	Shri. Surendra Nirgude	9423572261 surendra.nirgude@gmail.com
22	Sinhagad College of Commerce	S. No. 41/4 A + 4B near PMC Octroi post, Kondhwa (Bk), Pune –	722	Dr. Vijaya Navale	9822849414 nvs56@rediffmail.com		

No.	College	Address	Strength (Jr. College)	Vice-Principal	Contact no. & E-mail id	Supervisor	Contact no. & E-mail id
		411 048					
23	Rayat Shikahan Sanstha's Bharatratna Dr. Babasaheb Ambedkar College	85, Shinde Sarkari wada Aundh, Pune – 411 007.	504			Shri. G. P. Gadekar	
24	Dr. Ambedkar College of Commerce & M. V. R. Shinde College of Arts	Nana Peth, Pune – 411 002	430				
25	Khadki education Society's Tikaram Jagannath College, Kirkee					Shri. Vijay Mankar	9422025925 vijaym925@gmail.com
26	S.N.D.T. College of Home Science	Maharashi Karve Vidya Vihar, Karve road, Pune – 411 038	500		Shri. Hemant Patil	8888773216	patilhemant294@gmail.com
27	Dr. Babasaheb Ambedkar College of Arts & Commerce	Jai Jawan nagar, Yerawada, Pune – 411 006	360			Shri. Shyamkumar Gaikwad	9765604369
28	Rayat Shikshan Santha's S. M. Joshi College of Arts, Science and Commerce	Hadapsar, Pune - 411 028					