



REVIEW OF RESEARCH

ISSN: 2249-894X

IMPACT FACTOR : 5.7631 (UIF)

VOLUME - 14 | ISSUE - 11 | AUGUST - 2025



A GEOGRAPHICAL STUDY OF EDUCATIONAL FACILITY IN LOHA TAHSIL, NANDED DISTRICT (MS)

Mr. Gaikwad Datta Ganesh¹ and Dr. P. A. Khadke²

¹Research Student, School of Earth Sciences,
SRTM University Nanded, Maharashtra.

²Professor and research Guide, School of Earth Sciences,
SRTM University Nanded, Maharashtra.

ABSTRACT

Education facilities play a crucial role in the development of human and its resources other than social and economic factors. Thus, government and policy makers focus on implementing various projects for the betterment of the education. This facility includes the primary, secondary and higher secondary schools, medical facilities, electrical supply and access to drinking water, roads, post office and the villages connected directly to the government offices.

The total number of primary schools in the region was found to be 229 which is affiliated to government bodied and local as well. (Class I to class IV). The number of upper primary schools (From grade IV to grade VI) is found to be 51 schools in Loha Tahsil and the schools for the classes up to grade X in study area is found to be 27. The development of personnel cannot be imagined without any resources and thereby education facility is one of the resources which provide wings to individuals for their progress. The present study focuses on the education facilities available in the Loha Tahsil of Nanded district, Maharashtra, India. The development of this region can be accelerated by studying the various facilities such as education, healthcare, portable water, transportation etc.



KEYWORDS: Tahsil, Cercal, Primary school, Upper Primery School, Secondary School, Etc.

INTRODUCTION

Gloria Education being the most important and essential need for the human and their survival since the couple of centuries. It is an important parameter of a nation for human resource development. A developed nation has given the outmost importance to the education for the peoples and their progress. It makes the society aware and progressive ultimately developing the status of people. This leads to the change in the socio-economic status of the society and thereby the country makes a path towards the developed nation. Education has the greatest impact on all aspect of the human life and its environment. This conclude the direct relation with the development of the society with the education as rate of literacy is high, it seems that such region has a great value in terms of economy and their living standards. Education facilities are very important for human resource development and to show their close relation with country's development. The quality of the population of any region can be

referred to the level of education form the organization it acquired. The rate of literacy and technical education is the outmost important for the people of any region. Education creates the discipline in formal and informal way for the community and also tries to change the status of the women in terms of education and raise their standards of living by expressing them to the outside world. Therefore, it is important to study the educational facilities of any region. In India, as most of the population are reside in the rural area and most of the individuals starts their education in their local available education facility. Therefore, focusing on such scenario the current study is aim to study the available education facilities in Loha tahsil of Nanded district of Maharashtra. Information about the educational institutions available in Loha tahsil has been collected. The collected data includes the all information about institutions from primary to graduation, both government and non-government.

The development of the human depends largely on the facilities available to them. Social amenities include healthcare, education, public transport, water supply, electricity, housing etc. Improve the living status of the peoples. On the other side food, shelter, clothing along with education improves the quality of life to an extent which the government and policy makers can provide to them. Humans need this all amenities with education to connect with the world and fulfill their needs. Connection with the basic facilities like electricity, drinking water, sanitations, health facilities and solid waste management are the essential parameter of a rural life.

When such parameters have studied in the Loha taluka of Nanded region circle wise, it is seen that some villages have adequate facilities while other places face the lack of facilities. Social facilities play an important role in the development of any region. And hence government is working on various policies and schemes to provide all provision for the education and other essential amenities. Thus, by looking towards the importance of education particularly in rural area the present aim to study the Loha taluk region of Nanded district for the following objectives.

OBJECTIVES:

1. To analyze the Education Facility in Loha Tahsil.
2. To study the literacy in Loha Tahsil.

STUDY AREA:

Loha is the fourth largest Tahsil in Nanded district in terms of area . The total area of Tahsil is 901.0 sq km. and 11.64% of the total area of Nanded district is covered by Loha Tahsil alone. Loha tahsil total papulation as per 2011 census 239072 and literate population is 157634. Latitudinal extension of Loha Tahsil 18° 45' to 19° 01' North While Longiduanal Extention 77° 07' to 77° 15 ' East. This taluka is bordered by Mudkhed, Naigaon and Kandhar Tahsil in the east and by Parbhani district in the west . It is bordered by Kandhar Tahsil and Latur district in the south. Loha Tahsil is completely covered by National Highway 361. To the north of Loha Tahsil is the area of Purna Tahsil. Nanded and Mudkhed Tahsil to the south is the area of Palam Tahsil. , Ahmedpur Tahsil. As Loha taluka was earlier a part of Kandhar Tahsil. Loha and Kandhar emerged as separate Tahsil on 26 June 1999 .

DATA BASE AND METHODOLOGY

The present study is secondary data collected form Census report of Government of India. The primary data has been collected by the researcher from the villages of the Loha Tahsil and the analysis of the entire research is carried based on the both primary and secondary data. The type of information and authenticity may affect the result. The information is correct and authentic, the result be completely validated with the filed data. There are many sources of information such as published and unpublished literature; journals, books, thesis etc. are the source for the current study.

From the perspective of the study, a total of five circles of villages have been created in Loha Tahsil and many villages based on those five circles will be studied. Loha, Sonkhed, Kalambar, Kapsi and Malakoli are included in this circle (according to census 2001).

EDUCATIONAL STRUCTURE IN LOHA TAHSIL

Every village in Loha Tahsil has a primary school and Anganwadi. The total number of primary schools in the region was found to be 229 which is affiliated to government bodied and local as well. (Class I to class IV). The number of upper primary schools (From grade IV to grade VI) is found to be 51 schools in Loha taluka and the schools for the classes up to grade X in study area is found to be 27. The villages which has the school for higher education (up to X) belong to Loha, Golegaon, Kapsi (Bu), Malakoli , Malegaon , Risan village , Kalambar , Shevdi Bazaar , Sonkhed, & Sunegaon. Some of the school which has higher number of students in villages like Kiwala, Wadeपुरi etc.

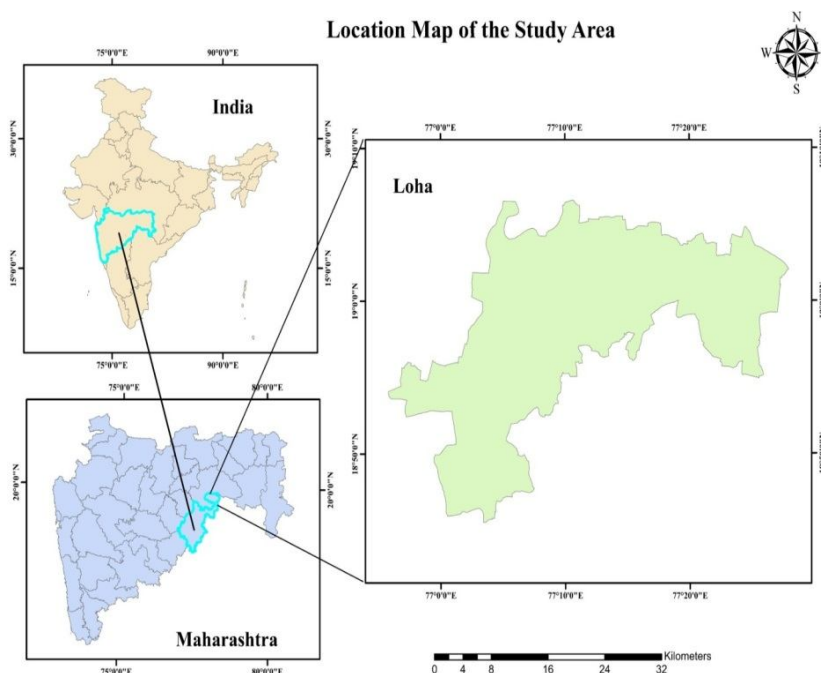


Fig. 1 location map of study area

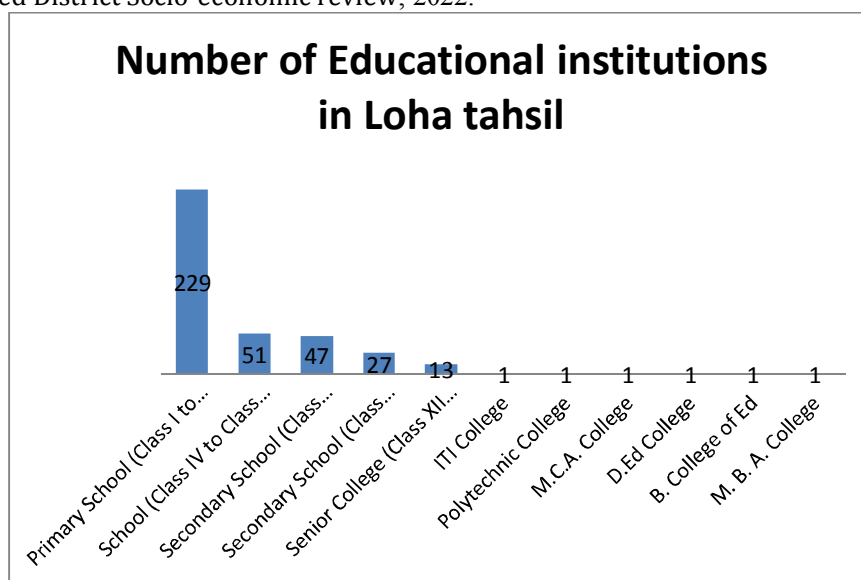
The colleges for the standards XI and XII i.e. Junior College are found in many places in Loha Tahsil which is the prominent place of the circle. The total number of junior colleges in Loha Tahsil is found to be 11. Of these, two colleges are in Sonkhed and 3 colleges in Loha.

The colleges for the pursuing of Graduate Degree (UG) and Post- Graduate degree (PG) generally referred as senior college. There are many senior colleges in the Loha taluka along with large number of study center which is affiliated to Yashwantrao Chavan Maharashtra Open University (YCMOU). This gives the facility to the working professional to pursue their higher education without quitting their job. Therefore, any senior colleges have been established in the Loha region which provides the center for Open University. The senior colleges are affiliated with the Swami Ramanand Teerth Marathwada University, Nanded. This includes Sant Gadge Maharaj College, Loha, Lokmanya Junior College Sonkhed, Baliram Patil Gawate Art and Commerce College, Penur. J S P M Dutt Digambar College Loha, Rashtramata B Ed College Loha, Jagannathrao Shinde College Loha, DK Patil College of Computer and IT College Loha, DK Patil Institute of Pharmacy Radha Arts Commerce and Science College Karegaon, Shri Guru Govind Singhji Law College Post Vishnupuri Taluka, Loha District , Nanded , etc.

Tabal.no. 1
Educational Institutions in Loha Tahsil

Sr. No.	Educational Institutions	No. Of Institute
1	Primary School (Class I to Class IV)	229
2	School (Class IV to Class VII)	51
3	Secondary School (Class VIII to X)	47
4	Secondary School (Class VIII to X)	27
5	Senior College (Class XII to Graduation)	13
6	ITI College	1
7	Polytechnic College	1
8	M.C.A .College	1
9	D.Ed College	1
10	B .College of Ed	1
11	M. B .A. College	1

Source: Nanded District Socio-economic review, 2022.



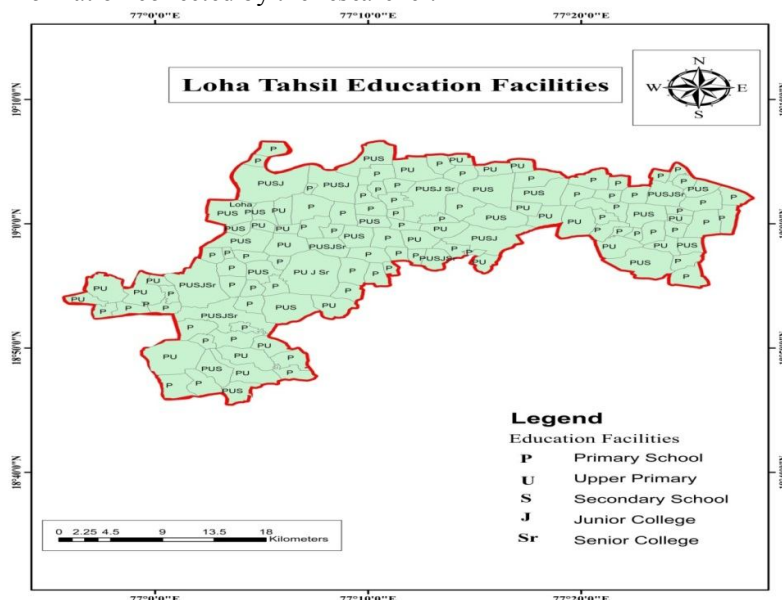
VILLAGEWISE SCHOOL: Education Facilities and Villages

A total of five circles of Educational facilities have been Separated in Loha tahsil and each circle has some separate villages and I have studied, Loha, Sonkhed, Kalambar, Kapsi and Malakoli is included in this circle.

Tabal.no. 2
Educational Facilities in Loha Tahsil

Sr. No.	Name of the Circul	Number of Villages	Primary School (Class I to Class IV)	School (Class IV to Class VII)	Secondary School (Class VIII to X)	Junior College (Class XI to XII)	Senior College (Class XII to Graduation)
1	Malakoli	26	47	9	8	5	2
2	Loha	25	54	14	14	10	5
3	Sonkhed	24	48	9	7	4	3
4	Kalambar	22	45	11	10	5	2
5	Kapsi	27	35	8	8	3	1
	Total	124	229	51	47	27	13

Source: Based on information collected by the researcher.



1. Primary to Secondary Schools

- Higher number of **primary schools** generally correlates with a higher number of **secondary schools** (e.g., Loha has the highest in both).
- **Correlation exists**, but not strictly linear — some areas with moderate primary schools (like Kalambar) have relatively strong secondary school numbers.

2. Secondary to Junior & Senior Colleges

- Loha stands out with the highest number across all categories, suggesting better **educational continuity**.
- **Drop-offs** are noticeable in all circles between secondary and higher education levels (esp. senior colleges), indicating limited access beyond class X or XII.

3. Best Equipped Area:

- **Loha Circle** leads in infrastructure across all levels — suggesting it is the educational hub of Loha Tahasil.

4. Underserved Area:

- **Kapsi (Bk)** has the lowest numbers, especially in **senior colleges**, potentially limiting students' ability to pursue higher education locally.

CONCLUION:

In all the villages of Loha Tahsil, the total number of Anganwadi and primary schools i.e. Marathi and English medium schools from class 1 to 4 is 209. Also, the number of higher secondary schools i.e. from class 4 to 7 is 51 and the number of schools from class 8 to 10 is 27. Overall, considering the total number of villages and population, the number of secondary and higher secondary schools should be increased. Also, the number of higher secondary schools in Loha Tahsil is 10. This is decreasing due to the current population. Therefore, their number should be increased. Also, colleges should be increased for higher education.

Recommendations

1. **Enhance Senior College Facilities** in underserved circles like Kapsi and Malakoli.
2. Encourage **feeder systems** where high primary and secondary school presence supports the establishment of more junior colleges.
3. Strengthen **transport and digital infrastructure** to bridge access gaps in less developed circles

Acknowledgement:

I would like to express my special thanks of gratitude to my Research Fellowship agency (SARTHI) Chatrapati Shahu Maharaj National research Fellowship-2020 who gave me the golden opportunity to do this wonderful Research on the topic which also helped me in doing a lot of Research and I came to know about so many new things I am really thankful to them.

References:

1. Census of India, District Census Handbook, Nanded District, 2001, 2011
2. [http:// www. censusindia.gov.in](http://www.censusindia.gov.in)
3. Hazarika M.P & Barah B. (2009). Education and Health of Women in Jorhat District, Assam. The Deccan Geographer Vol.48No.2P/p29-39.
4. Nanded District Census Handbook, Nanded, (2011).
5. Nanded district Socio-economic review (2022, 2023).
6. Waghmare P. B. (2013): A Geographical Study of Literacy Structure in Nanded District.
7. Bhende A.A and kanitakar T. (1988), 'Principles of population studies Himalaya publishing, Bombay, P. 151.
8. Gill Mehar Sing (1992) Literacy in Punjab. The Geographer, XXXIX (1), 41-53.
9. Golden Hilda H. (1981) Literacy and Social Changes in under Developed Countries.
10. Sharma O.P. and Retherford R.D. (1987) Recent Literacy Trends in India, 1-13.
11. Zahra Sharifinia (2014): analysis of educational facilities by location geographic information system (gis), (case study: primary schools in zabol)
12. Almaspour F (2001). *Application of GIS and network analysis in locating pharmacies (Case Study: Zone 6 Tehran)*. MS Thesis, University of Madras.
13. Dube R.S., Misra R.O., (1981), Level of Education- A Versatile Indicator of Regional Development, Geogr. Revi. India. 43(3):278-285.
14. Durh T.R., (1993), Regional Inequalities in Educational Development in Orrisa, Indian Jr. of Regional Sci., 25(1): 19-29.
15. Joshi H., (2000), Educational Development in India: Spatio-Temporal Appraisal, Indian Jr, of Regional Sci. 13(2): 87-93.
16. Kumar U.R., (1982), Rural Disparities in Educational Development in Karnataka. In Bhat LS et al. (eds.) Regional Inequalities in India, New Dehli, pp.244-269.
17. Kumar N., (2005), Primary Education in India Initiatives and Prospects, Kurukshetra: Jr. of Rural Dev. 53(8): 9-19.
18. Mustaqim M., Ahmad A., Ali M.J., (2006), Regional Imbalance in the Levels of Literacy and its

Determinants in West Bengal: A Quantitative Analysis, Panjab Geogr. 1(2): 99-111.

19. Prasad E. Sharma R., (1982), Wastage, Stagnation and Inequality of Opportunity in Rural Primary Education-Acase study of of Andhra Pradesh Research Report, ASCI, Hyderadad.



Mr. Gaikwad Datta Ganesh¹ and
Research Student, School of Earth Sciences, SRTM University Nanded,
Maharashtra.



Dr. P. A. Khadke
Professor and research Guide, School of Earth Sciences, SRTM
University Nanded, Maharashtra.