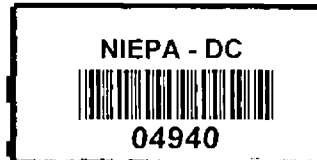
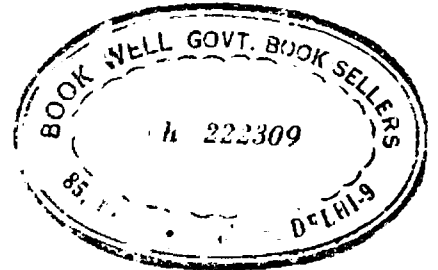


REPORT OF THE ALL-INDIA EDUCATIONAL SURVEY

A Study of the distribution and size of all rural habitations with a view of grouping them together for delimiting school areas of existing and proposed schools at the Primary, Middle and High School Stages.....Data as on 31st March, 1957



MINISTRY OF EDUCATION
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FOREWORD

In pursuance of a recommendation of the Central Advisory Board of Education, an educational survey of India has been carried out in collaboration with the State Governments. It was commenced in November, 1957 and completed in April, 1959. It has been a colossal work, the first of its kind on such a wide scale, to be undertaken in the country.

In the past, it has not been possible usually to follow any definite policies or principles in deciding the location of new schools to be opened. Local and political pressures have often been determining factors in deciding the matter, instead of the actual educational needs of the different regions and areas. Thus, there are many instances where, on the one hand, schools are situated so close to one another that none of them can muster an adequate strength of numbers and, on the other hand, there are large areas without any schools at all! To correct such uneven distribution of schools to the extent possible and to decide the location of new ones to be opened in a planned manner it was considered necessary to conduct this survey.

Its main objectives were :

- (i) to identify and enumerate every distinct habitation and prepare registers giving relevant information about them,
- (ii) to enumerate the existing Primary, Middle and High schools and the habitations served by them, and
- (iii) to plan school areas for each Primary, Middle and High school in a rational manner so as to derive the maximum benefit with the minimum of additional outlay from the existing schools and those to be opened or enlarged in future.

This All-India report elucidates the manner in which this work has been carried out and records its main findings from an all India point of view. Naturally, it has not been possible to include in it all the voluminous materials like the habitation registers and the maps showing the school areas as planned under this survey. These form part of the *Taluka* or *Tehsil* reports and are available for the use of officers in the States who are in direct charge of planning the expansion of educational facilities. It is gratifying to note that, according to intimation received from the State Governments, they are already making use of the findings of this survey.

This big work could not have been completed within such a short period but for the keen interest taken by the State Governments and Union Territory Administrations themselves and the hard work put into it by the concerned officers. I offer my sincere thanks to all of them

and specially to the Government of Bombay who enabled us to organise and carry out this project by lending the services of their able Officer, Dr. B. B. Samant, who functioned as Officer on Special Duty for this purpose. I should like to take this opportunity to place on record my deep appreciation of the valuable work done by him in this project of great national importance. The devotion and earnestness with which he shouldered this heavy responsibility, without sparing himself, won the high appreciation of his colleagues and the Ministry and he can look back with satisfaction on a job of work well done.

K. G. SAIYIDAIN

*Educational Adviser to the
Government of India*

CONTENTS

CHAPTER	PAGE
1 Introduction	1
2 Objectives of the Survey—Its Scope and Limitations	9
3 The Principles and Targets in Delimiting School Areas	17
4 Administrative Developments	25
5 The Seminars	33
6 The Programme of Work and the Difficulties	41
7 Guidance and Supervision	48
8 Identification of Habitations	54
9 The Maps	61
10 Enumeration of Habitations	71
11 The Concept and Delimitation of School Areas	81
12 Mapping and Registering of School Areas	92
13 The Natural Regions and Divisions	101
14 The Reorganised States	114
15 The States—Geographical Control	122
16 The Urban Habitations	131
17 The Rural Habitations	143
18 The Central Tendencies	169
19 The Central Tendencies Considered Statewise	183
20 Rural Habitations with Primary Schools	194
21 Existing Independent Schools	202
22 Existing Group Schools	214
23 Existing Peripatetic-Teacher Schools	228
24 The Distance from the School	232
25 Habitations Served at the Primary School Stage	249
26 Habitations without Educational Facility	269
27 The Proposed Schools	278
28 Independent Schools After Planning	289
29 Group Schools After Planning	300
30 Peripatetic-Teacher Schools After Planning	311
31 Distance to School After Planning	318
32 Habitations with Schools (After Planning)	340
33 Habitations without Educational Facility (After Planning)	358
34 Scholars in Rural Primary Schools	374
35 Teachers and Accommodation in Rural Primary Schools	392
36 Existing Middle Schools	407
37 Middle Schools After Planning	416
38 Scholars and Teachers in Middle Schools	426
39 Existing High Schools	435
40 Habitations to be served at the High School Stage After Planning	443
41 Scholars in Rural High Schools	459
42 Education in Urban Areas	470
43 Field for Further Study from the Data	475
44 Summary	477
45 Diagrams, Maps and Appendices	501

1	Administrative Units and Area	121
2	Area, Districts, Towns, Villages and Population according to 1951 Census in the reorganised States on 1-11-1956	119
3	Changes in Urban Habitations and Population since 1951	141
4	Changes in Rural Habitations since 1951	150
5	Changes in Rural Populations since 1951	156
6	From Census to Survey—Habitations and Population in Rural Areas	160
7	Number of Urban and Rural Habitations and Population (1951) as accepted for the Survey	161
8	Distribution of Urban Habitations according to Population Slabs	145
9	Distribution of Urban Population (1951 figures) according to population Classes	146
10	Distribution in percentage of Urban Habitations and their population according to Population Slabs	147
11	Distribution of Rural Habitations according to Population Slabs	163
12	Distribution of Rural Population (1951 figures) according to Population Slabs	165
13	Percentage of Rural Habitations and their Population according to Population Slabs	167
14	Size of the Districts and Talukas	172
15	The Central Tendencies for Urban Areas	176
16	Number and Density of Urban Habitations in States	136
17	Rural Areas; Areas, Habitations, Population and Central Tendencies	177
18(a)	Urban and Rural Areas; The Central Tendencies Compared.	175
18(b)	Percentage of Total Area, Habitations and Population to their total, density of Habitations and Population, Average mutual distances and Area for Urban and Rural Habitations	174
19	Biggest and Smallest Districts	170
20	Rural Areas under Urban Impact (within five miles radius)	140
21	Rural Habitations served by Existing Independent Schools at the Primary School Stage (as on 31-3-1957)	206
22	Rural Population (1951 figures) served by Existing Independent Schools at the Primary School Stage (as on 31-3-1957)	209
23	Rural Habitations served by Existing Group Schools at the Primary Schools Stage (as on 31-3-1957)	217
24	Rural Population (1951 figures) served by Existing Group Schools at the Primary School Stage (as on 31-3-1957)	224
25	Rural Habitations served by existing Peripatetic-Teacher Schools and their population	245
26	Percentage of Habitations served by the Existing Independent Schools to the total number of Habitations in the different Slabs	207
27	Percentage of population served by the Existing Independent Schools to the total Population in the different Slabs	210
28	Percentage of Habitations served by the Existing Group Schools to the total number of Habitations in the different Slabs	213
29	Percentage of population served by the Existing Group Schools to the total Population in different Slabs	225
30	Rural Habitations served at the Primary School Stage by Existing Group Schools located in them	235
31	Percentage of Habitations with Group Schools in them to the total number served by them (as on 31-3-1957)	236

32	Rural Habitations served by Existing Group Schools within half a mile	237
33	Rural Habitations served by Existing Group Schools more than $\frac{1}{2}$ but not more than 1 mile away	238
34	Rural Habitations served by Existing Group Schools more than 1 but not more than $1\frac{1}{2}$ miles away	239
35	Rural Habitations served by Existing Group Schools more than $1\frac{1}{2}$ miles away	240
36	Number of Rural Habitations according to the distance children in them are to walk to existing Group Schools	244
37	Rural Habitations served by P. P. Teacher School Centre located in them	245
38	Distribution of Rural Habitations according to the Distance children have to walk to an Existing P. P. Teacher School Centre	246
39	Number of Habitations served by Group and Peripatetic-Teacher Schools according to distance children have to walk	247
40(a)	Habitations served by schools in them or in the neighbourhood	248
40(b)	Habitations without Primary Educational Facility (as on 31-3-1957)	248
41	Statewise distribution of Habitations and Population with and without Educational Facility (as on 31-3-57)	266
42	Statewise distribution of Habitations with and without Educational Facility (as on 31-3-1957)	261
43	Statewise Distribution of Population with and without Educational Facility (as on 31-3-1957)	262
44	Consolidated Statement showing slabwise distribution of Habitations according to the nature of the Existing Educational Facility	263
45	Consolidated statement showing slabwise percentage of Habitations according to the nature of the Existing Educational Facility at the Primary School Stage	264
46	Consolidated Statement showing the slabwise distribution of Population (with percentage) according to the nature of Existing Educational Facility at the Primary School stage (as on 31-3-1957)	265
47	Habitation served at the Primary School Stage by Schools located in them (as on 31-3-1957)	253
48	Percentage of Habitations served at the Primary School Stage by Schools in them (as on 31-3-1957)	254
49	Rural Population served at the Primary School Stage by Existing Schools in them (as on 31-3-1957)	255
50	Percentage of population served at the Primary School Stage by Schools in the Habitation itself (as on 31-3-57)	256
51	Rural Habitations Served at the Primary School Stage by Existing School neighbouring Habitations (as on 31-3-1957)	257
52	Percentage of Habitations at the Primary School Stage by Schools in the neighbourhood (as on 31-3-1957)	258
53	Rural Population served at the Primary School Stage by existing schools in neighbouring Habitations (as on 31-3-1957)	259
54	Percentage of Population served at the Primary School Stage by Schools in the neighbourhood (as on 31-3-1957)	260
55	Rural Habitations not served at the Primary School Stage by Existing School in it or near it (as on 31-3-1957)	271
56	Percentage of Habitations without any Educational Facility at the Primary School Stage (as on 31-3-1957)	272
57	Rural Population not served at the Primary School Stage by any existing Schools in or near it (as on 31-1957)	273
58	Percentage of Population without any Educational Facility at the Primary School Stage (as on 31-3-1957)	274
59	Habitations served by Group and Peripatetic-Teacher Schools in the vicinity in the different Population Slabs	252

60	Statewise Distribution of Habitations and Population with school in them or near them	267
61	Habitations to be served at the Primary School Stage by Proposed independent Schools	280
62	Rural Population to be served at the Primary School Stage by the proposed Independent Schools	281
63	Rural Habitations to be served at the Primary School Stage by the Proposed Group Schools.	285
64	Rural Population to be served at the Primary School Stage by the Proposed Group Schools	286
65	Habitations with Provision of Primary Education in them	480
66	Habitations and Population served by Schools in Neighbourhood	482
67(a)	Habitations and Population served by Independent School's	483
67(b)	Habitations and Population served by Group Schools	483
68	Schools and Scholars in Urban Areas (Primary School Stage)	466
69	Schools and Scholars in Urban Areas (Middle School Stage)	467
70	Schools and Scholars in Urban Areas (High School Stage)	468
71	<i>Deleted</i>	
72	Rural Population (1951 figures) that would be served at the Primary School Stage by Independent Schools (as per planning)	292
73	Rural Habitations to be served at the Primary School Stage by the Existing and Proposed Group Schools (After Planning Position).	302
74	Rural Population (1951 figures) that would be served at the Primary School Stage by Group School's (as per planning)	303
75	Rural Habitations and Population to be served at the Primary School Stage by Existing and Proposed Peripatetic-Teacher Schools	313
76	Percentage of Habitations to be served by the Existing and Proposed Independent Schools to the total number of Habitations in each Slab.	293
77	Percentage of Population to be served by Existing and proposed Independent Schools to the Total Population in different Slabs (After Planning Position)	294
78	Percentage of Habitations to be served by Existing and Proposed Group School's to the total number of Habitations in the different Slabs (After Planning)	304
79	Percentage of Population to be served by Group Schools (After Planning)	305
80	Percentage of Habitations to be served by Group Schools located in them to the total number of Habitations in different Slabs (After Planning)	320
81	Rural Habitations to be served at the Primary School Stage by the Existing and Proposed Group Schools located in them (After Planning)	321
82	Rural Habitations to be served by Existing and Proposed Group Schools within half a mile (After Planning)	322
83	Rural Habitation to be served by Existing and Proposed Group Schools more than $\frac{1}{2}$ but not more than 1 mile away	323
84	Rural Habitations to be served by Existing and Proposed Group Schools more then one but not more than $1\frac{1}{2}$ miles away	324
85	Rural Habitations to be served by Existing and Proposed Group Schools more than $1\frac{1}{2}$ miles away	325
86	<i>Deleted</i>	
87	Rural Habitations to be served by Existing and Proposed P-P. Teacher Schools to be located in them (After Planning)	314
88	Rural Habitations to be served by Existing and Proposed P-P. Teacher Schools within $\frac{1}{2}$ mile (After Planning)	335
89	Rural Habitations to be served by Existing and Proposed P-P. Teacher schools within 1 mile (After Planning)	336
90	Rural Habitations to be served by Existing and Proposed P-P. Teacher Schools within $1\frac{1}{2}$ miles	337

<i>Table Number</i>		<i>Page</i>
91	Rural Habitations to be served by Existing and Proposed P.-P. Teacher Schools within 2 miles	338
92	Rural Habitations according to the distance children will have to walk to the P.-P. Teacher Schools (After Planning)	315
93(a)	Habitations and Population to be served by Independent Schools	487
93(b)	Habitations and Population to be served by Group Schools	487
94(a)	Habitations Served by Schools in them	489
94(b)	Habitations Served by Schools in the neighbourhood	409
94(c)	Habitations Remaining without Educational Facility	491
95	Statewise distribution of Habitations with and without Educational Facility (After Planning)	356
96	Statewise Distribution of Population with and without Educational Facility (After Planning)	357
97	Rural Habitations to be served at the Primary School Stage by Existing and Proposed Schools located in them (After Planning)	342
98	Percentage of Habitations to be served at the Primary School Stage by Schools located in them (After Planning)	343
99	Rural Population to be served at the Primary School Stage by Existing and Proposed Schools in them	344
100	Percentage of Population to be served at the Primary School Stage by schools in them (After Planning)	345
101	Rural Habitations to be served at the Primary School Stage by Existing and Proposed Schools in their neighbourhood (After Planning)	346
102	Percentage of Habitations to be served at the Primary School Stage by schools in the neighbouring Habitation (After Planning)	347
103	Rural Population to be served at the Primary School Stage by Existing and Proposed Schools in neighbouring Habitations (After Planning)	348
104	Percentage of Population to be served at the Primary School Stage by schools in the neighbouring Habitations (After Planning)	349
105	Rural Habitations that would remain without Educational Facility at the Primary School Stage (After Planning)	360
106	Percentage of Habitations that would be left without any Educational Facility at the Primary Stage (After Planning)	361
107	Rural Population not served at the Primary School Stage by any Existing or proposed school in it nor near it (After Planning)	362
108	Percentage of Population that would be left without any Educational Facility at the Primary School Stage (After Planning)	363
109	Habitations and Population served by Existing Schools at the Primary School Stage	373
110	Total Number of Boys and Girls of Primary school-going age (6-11 years) on the basis of 1951 Census	388
111	Consolidated Statement showing slabwise distribution of Habitations according to the nature of Educational Facility they would have after Planning	370
112	Consolidated Statement showing slabwise percentage of Habitations according to the nature of the Existing and Proposed Educational Facility at the Primary School Stage (After Planning)	371
113	Consolidated Statement showing the slabwise distribution of Population (with percentage) according to the nature of Educational Facility at the Primary School Stage it would have after Planning	378
114	Percentage of Boys and Girls of Different Age Groups to the male and female population	309
115	Number of Schools and Local and Non-Local Pupils enrolled in Primary Schools (as on 31-3-1957)	390
116	Percentage of Local and Non-Local Boys and Girls enrolled (i) to total Male and Female Population (1951) served and (ii) to total number of Boys and Girls enrolled	391

117	Number of Local and Non-Local Children from the Existing Primary School Areas not enrolled on 31-3-57	402
118	Teacher-Pupil Ratio (Primary School Stage)	403
119	Additional Enrolment with Existing Teachers and Additional Teachers for enrolment of all	404
120	Accommodation at the Primary School Stage etc. as on 31-3-1957	405
121	Rural Habitations (with percentages) served at the Middle School Stage by Existing Schools in them	406
122	Rural Habitations (with percentages) served at the Middle School Stage by the Existing Schools in the Neighbouring Habitations	410
123	Rural Habitations (with percentages) not served at the Middle School Stage by any Existing School in them or in the neighbourhood	411
124	Rural Habitations to be served at the Middle School Stage by the Existing and Proposed Schools in them (After Planning)	418
125	Rural Habitations to be served at the Middle School Stage by the Existing, and Proposed Schools in the neighbouring Habitations (After Planning),	419
126	Rural Habitations remaining without Educational Facility at the Middle School Stage, either in the Habitations or in the neighbouring Habitations	420
127	Habitations (with percentages), with and without Educational Facility at the Middle School Stage as on 31-3-1957 and after Planning	421
128	Rural Habitations (with percentages) served at the High School Stage by the Existing Schools	432
129	Rural Habitation (with percentages) served at the High School Stage by the Existing Schools in the neighbourhood	433
130	Rural Habitations not served at the High School Stage by the Existing Schools in them or in the neighbourhood	434
131	Rural Habitations to be served at the High School Stage by the Existing and Proposed Schools in them (After Planning)	450
132	Rural Habitations to be served at the High School Stage by the Existing and Proposed Schools in the neighbouring Habitations (After Planning)	451
133	Rural Habitations remaining without Educational Facility at the High School Stage, either in the Habitations or in the neighbourhood (after Planning)	452
134	Habitations (with percentage) with and without Educational Facility at the High School Stage as on 31-3-1957 and After Planning	453
135	Habitations and Population served at the Middle School Stage as on 31-3-1957	454
136	Number of Local and Non-Local Pupils enrolled at the Middle School Stage as on 31-3-1957	455
137	Percentage of Local and Non-Local Boys and Girls enrolled (i) to total number of Boys and Girls enrolled (ii) to total number of pupils enrolled and percentage of pupils enrolled to total populations	456
138	Number of Schools, Number of Teachers and Accommodation at the Middle School Stage	457
139	Number of Habitations and Population served at the High School Stage	458
140	Number of Local and Non-Local Pupils (High School Stage)	463
141	Percentage of Local and Non-Local Boys and Girls to the total enrolled (High School Stage)	464
142	Number of Schools, Number of Teachers and Accommodation at the High School Stage	465

LIST OF DIAGRAMS AND MAPS

1. Habitations with and without Educational Facility at the Primary School Stage in them or in the neighbourhood (as on 31-3-1957).
2. Habitation that would be with and without Educational Facility at the Primary School Stage in them or in the neighbourhood (After Planning).
3. Population with and without Educational Facility at the Primary School Stage (as on 31-3-1957).
4. Population with and without Educational Facility at the Primary School Stage (After Planning).
5. Percentage of Rural Habitations with and without Primary Educational Facility in them or in the neighbourhood (as on 31-3-1957.)
6. Percentage of Rural Habitations that would have Primary Educational Facility in them or in the neighbourhood (After Planning).
7. Percentage of Population with and without Educational Facility at the Primary School Stage in the Habitations or in the neighbourhood of Habitations.
8. Percentage of Population with and without Educational Facility at the Primary School Stage in the Habitations or in the neighbouring Habitations (After Planning).
9. Specimen from a map showing School Areas.
10. Sketch map of India showing the Percentages of Habitations and Population served by Schools.
11. Sketch map of Bombay State.
12. Sketch map showing the States of Andhra Pradesh, Mysore, Kerala and Madras.
13. Sketch map of Jammu & Kashmir, Punjab, Delhi and Himachal Pradesh.
14. Sketch map of Uttar Pradesh and Madhya Pradesh.
15. Sketch map of Rajasthan.
16. Sketch map of Bihar and Orissa.
17. Sketch map of Assam.

CHAPTER 1

Introduction

"The State shall endeavour to provide, within a period of ten years from the commencement of the Constitution, free and compulsory education for all children until they complete the age of 14 years."

This directive principle of the State's educational policy is embodied in Article 45 of the Constitution. In a Sovereign Democratic Republic pledged itself to building up a democratic society based on social, economic and political justice and equality of status and opportunity to all its citizens irrespective of caste, creed and belief, its importance can hardly be overemphasised. If the citizens are to play their part fully and effectively in the new social order aiming to promote among all the citizens 'fraternity assuring the dignity of the individual and the unity of the nation,' ignorance and illiteracy shall have to be wiped out as quickly as possible notwithstanding the dimensions of the task, the paucities of resources at the disposal of the nation and other difficulties that exist or may arise.

Failure of the British Educational Policy.—The British educational administration not only failed to evolve a national system of education but, as facts and figures indicate, India, at the turn of the century, lost the slight advantage she had a hundred years back over other countries, that marched very rapidly during the 19th century. In spite of the strenuous efforts made since the popular ministries took over in 1938 and particularly after Independence, the facilities for mass education today are neither extensive nor appear to be equitably distributed over all parts of the country.

The defective educational policy of the British educational administration in India, dogmatically labouring unsuccessfully under the misconceived experimentations of 'the Downward Filtration Theory', in its one form or another mostly proved detrimental to the progress of education in India. The failure to understand and appreciate the socio-economic conditions of the heterogeneous and stratified Indian Society of those days seems mostly to be responsible for not adapting the educational system to suit the socio-economic conditions and cultural heritage and also for not reorientating and vitalising the then existing fairly widespread network of simple but elastic and economic indigenous schools that had evolved through centuries and adapted themselves to local needs and conditions then obtaining. In spite of their vitality and strong hold on life, due to constant discouragement and continuous neglect, they gradually disappeared and a few new schools started here and there mostly in urban areas and at the most in bigger villages could in no way fill the void. The percentage of literacy in 1901 stood at 5.07 (that for women being only 0.8%) a figure according to students of the history of Indian Education, lower than the estimated figure at the beginning of the 18th century.

3. *Rise in the Literacy Percentage.*—Even in the first three decades of the present century, the pace of expansion was such that in the first three decades, a rise of hardly one per cent per decade is noticed in the literacy percentage; no wonder it could not keep pace with the ever-increasing population that showed a rise of more than one per cent per annum and consequently the total number of illiterates went on increasing in spite of the slight rise in the percentage of literacy. The thirties and the forties—a period synchronising with the formation of popular ministries under the Government of India Act of 1935 and the establishment of National Government in the country in 1947—registered a phenomenal rise in the percentage of literacy taking it to 16.6%—that for men being 24.9% and for women only 7.9%. The female literacy was more than 12.5% in South and West India but less than 4% in Central and North India. The “Index of Literacy” *i.e.*, the percentage of literates aged 10 and above to population aged 10 and above was 57.6 for males and 27.0 for females in urban areas and 24.0 for males and 6.0 for females in rural areas according to the 1951 Census.

Even this phenomenal increase in the percentage of literacy cannot be said to be commensurate with the needs and aspirations of the country as even at this rate, the goal of literacy for all may be in sight only after more than a hundred years. Moreover, simple arithmetic would show that with the present birth rate the total backload of illiterates has considerably increased in the past, notwithstanding the substantial progress of education since the popular ministries took over in 1938 and particularly during the post-Independence period.

4. *Expansion of Education.*—The following figures would speak for themselves regarding progress of education under the British rule and since Independence.

Year	Primary Education		Secondary Education	
	Schools	Pupils	Schools	Pupils
1	2	3	4	5
1881—82	32,916	20,61,511	3,916	2,14,977
1901—02	93,694	39,76,674	5,124	5,99,129
1921—22	1,55,017	61,09,752	7,539	11,06,801
1936—37	1,92,244	1,02,24,288	13,056	22,87,879
1945—46	1,67,811	1,21,03,293	17,969	36,05,516
1946—47	1,72,661	1,3,536,448	18,140	39,74,829
*1947—48	1,49,719	1,10,68,273	12,899	39,20,598
1951—52	1,81,123	1,62,88,959	19,662	47,76,769
†1956—57	2,87,318	2,39,13,356	35,828	93,33,978

*Do not include figures for some Native States.

†Figures provisional.

Year	Primary Schools		Middle Schools		High Schools	
	Schools	Pupils	Schools	Pupils	Schools	Pupils
1	2	3	4	5	6	7
1946-47 . . .	1,34,966	96,47,317	8,294	11,29,955	3,659	15,71,397
1951-52 . . .	1,84,123	1,62,88,960	12,124	18,80,726	7,538	29,68,043
1952-53 . . .	2,22,014	1,95,23,003	15,340	23,08,751	8,719	36,93,365
1953-54 . . .	2,39,382	2,08,12,789	16,252	24,13,716	9,515	39,78,332
1954-55 . . .	2,63,626	2,21,96,160	17,318	25,95,041	10,209	42,97,845
1955-56 . . .	2,78,135	2,29,19,731	21,739	33,12,952	10,838	47,13,557
*1956-57 . . .	2,87,316	2,39,13,356	24,952	42,31,193	11,776	51,02,515

*Figures provisional.

These are, however, according to the type or nomenclature of the schools, and as such the figures for primary schools do not include the primary school sections of middle schools and high schools.

In the field of girls' education and higher education also considerable progress has been made. What is however pertinent is how much still remains to be traversed to reach the goal of universal elementary education.

5. *The Task Ahead.*—There can be no illusion about the formidable task that lies ahead and the problems to be solved in reaching the target of free compulsory education for all up to the age of 14 years. The index of literacy among men and women, as revealed by the last Census, the number of schools in the States and the number of boys and girls enrolled, as available from the statistical data presented annually by the Educational Reports along with available estimates of population, are by themselves enough to give a general vista of the immensity of the leeway to be made up. However for a fairly accurate evaluation of the achievements with reference to the targets and for pointed guidance in detail in formulating a rational programme, the data, as available, are extremely limited in scope.

6. *Inadequacy of the Available Data.*—The periodical reports giving progress of education in the States give generally the number of institutions according to their types or nomenclature and the number of boys and girls enrolled in them and the teachers employed and the like and not the number of institutions and teachers according to the stage of education, and as such cannot give a precise idea of the number of institutions at the primary school stage, as there are not a few middle schools and high schools having primary school classes. Moreover, some are single-teacher schools and others multi-teacher and multi-division schools.

The statistical data do not depict clearly the distribution and adequacy of the existing facilities with reference to the population of the places in which they are located, much less with reference to the adjoining habitations that can and need to take advantage of the same. As the statistics do not even indicate the number of villages which have schools and which have not, the question of having an idea of their distribution according to population from these data is entirely out of place. No information can therefore be culled from these regarding the extent to which the existing facilities have been and could be utilised by the local children as also by those from the adjoining areas, the shortfall in regard to the number of children and also of staff and accommodation for the expected total enrolment of local and non-local children.

Though the total number of villages in a *tehsil*, district or State could be known from the Census Reports, that information also turns out to be inadequate for the purpose as the revenue village dealt with in the Census represents a parcel of land for revenue purposes and may have one or more 'house clusters' or population centres and in some cases a revenue village may even be uninhabited. An educational survey of the whole country to fill up the lacuna in the data was the only plausible solution.

7. *Earlier Attempts at Educational Survey.*—In order to assess accordingly the educational needs of the country and to plan the location of primary schools so as to avoid all overlapping and duplication of effort, Government of India, as early as in 1911, had indicated that educational surveys be made in all the States according to the following procedure :

“First of all, every village or population centre was to be shown on a clearly prepared map, then all the bigger villages, *i.e.*, the villages with a population of 300 or more, which could be given an independent school were to be marked off. Then the smaller villages were to be grouped as far as possible in such a way that each group would have a population of about 300 and a central school was to be provided for the group at the point which would be most easily accessible from every point. When such a group would not be made, plans were to be prepared for instituting a system of travelling teachers to meet the needs of as many small villages as possible. Only when all these attempts fail was a village to be left out of the programme of school provision.” In a properly carried out survey, it was considered possible to provide school facilities for more than 98% of the total population.

No systematic effort on these lines, however, appears to have been made, except in Bombay where the veteran educationist Shri R. V. Paruleker with the assistance of his friends carried out in 1945 the survey of Rajapur *Taluka* of Ratnagiri district under the auspices of Local Self-Government Institute of Bombay and with the munificence of late Shri Narayanrao Topiwala. The inadequacy of treating a village as an educational unit was convincingly shown for the first time by this survey as it disclosed 965 hamlets in 815 revenue villages.

to achieve the maximum of effect with the minimum of cost. It was then estimated that an expenditure of Rs. 22.9 lakhs would be required and accordingly provision was made in the budget of 1956-57 in the Central Scheme of the second Five-Year Plan. It may incidentally be mentioned that the survey was carried out in about half this amount.

9. *Collaboration of the State Governments.*—As soon as the scheme was approved by the Government of India, its broad features including its utility and importance were brought to the notice of the States through a demi-official communication from the Educational Adviser and Secretary, Ministry of Education to the Education Secretaries of the State Governments requesting them to move the State Governments to participate in the scheme by allocating an Officer to be trained for the purpose in a Central Seminar and also to work out approximately the details of the cost of the project in their State. It was incidentally indicated to them that working with the experience in Bombay, the cost was expected to be about Rs. 5,000 for a normal-sized district. In a subsequent letter dated the 20th June, 1956 the States were requested to bear 1/3 of the expenditure, the Government of India bearing the remaining 2/3, and to designate immediately the officer to be in charge of the survey in the State. Though it was originally intended to start at once, the work had to be held up for some time due to the few formalities to be gone through and had further, of necessity, to wait for the re-organisation of the States.

10. *The Survey Unit in the Ministry.*—Steps were also simultaneously taken to have a small Unit in the Ministry to attend to the Survey work and to obtain on loan from the Government of Bombay the services of Dr. B. B. Samant to work as Officer on Special Duty for conducting the Survey. The necessary preliminaries did take some time and the Survey Unit may be said to have started functioning from the 7th of November, 1956, the date on which Dr. B. B. Samant joined as Officer on Special Duty. The Survey Unit in the Ministry consisted of just a skeleton staff necessary on an austerity basis, viz., two statisticians, one stenographer, two typists and a peon, shared with another officer.

11. *The Selection of State Survey Officers and other Preliminaries.*—As the State Special Officer for the Survey was to be the chief officer to direct, guide and supervise the Survey work in the State, compile the district and State statistical tables and prepare the draft district and State reports, it was suggested to the State Governments that in view of the specialised nature and importance of the survey work, only an experienced and dependable officer, preferably from among the Class I Officers in the education Department and having an insight into the problems of primary and secondary education and possessing familiarity with statistical work and having ability and tact to enlist the active co-operation of the Officers of the Education and other Departments was to be designated for the work. They were also requested not to select as State Special Officer anyone likely to be transferred or likely to retire shortly, as he was to be specially trained for the purpose.

It took some time to hear from the States. Moreover, the re-organisation of the States on the 1st November, 1956 necessitated a fresh reference to the re-organised States in this behalf and to communicate finally the name of the officer they proposed to appoint. A draft outline indicating what the Survey proposed to encompass and the general procedure to be adopted, was also sent to them for their information and suggestions, if any.

12. *The Ad hoc Advisory Committee.*—As the Survey was to be carried out through and for the benefit of the State Governments, it was considered advisable to place the objectives and the broad outline of the procedure and suggested administrative set-up in the States for conducting the Survey before an informal *ad hoc* Advisory Committee with the Educational Adviser, Ministry of Education as the Chairman, Shri J. P. Naik who initiated the idea along with the two Education Secretaries—of Madras and Madhya Pradesh, two Directors of Education or Public Instruction—of Bombay and Punjab and the three Divisional Heads, *viz.*, for primary, secondary and technical education as members and the Officer on Special Duty as the Secretary. The meeting was held in the Ministry's Conference Room in the Central Secretariat, New Delhi on Thursday, the 17th January, 1957 where the following members were present: (1) Shri K. G. Saiyidain, Educational Adviser, Chairman, (2) Shri J. P. Naik, (3) Shri R. A. Gopaldaswamy, I.C.S., the then Education Secretary, Madras, (4) Shri R. P. Naik, I.A.S., Education Secretary, Madhya Pradesh, (5) Dr. A. C. Joshi, the then Education Secretary/D.P.L., Punjab, (6) Shri S. S. Bhandarkar, the Director of Education, Bombay, (7) Dr. R. K. Bhan, Deputy Educational Adviser, (8) Dr. P. D. Shukla, Deputy Education Adviser, (9) Shri L. S. Chandrakant, Deputy Educational Adviser and (10) Dr. B. B. Samant, Officer on Special Duty.

13. *The Advisory Committee endorses the Survey Scheme.*—The Committee, after careful consideration, endorsed fully the objectives and general outline of the scheme placed before it for its suggestions. It was, however, of the view that, as the number of secondary schools was very small and the question regarding their location not being urgent, the present survey might rather leave the secondary schools out and limit its scope to primary education only. It was, however, not considered advisable to accept this view, and therefore secondary schools were not left out of the purview of the Survey.

Originally, it was also intended to include the survey of technical education at the secondary level, but it was pointed out by Shri L. S. Chandrakant, Deputy Educational Adviser, Technical Education Division in the Ministry that there were no technical schools as such in the strict sense of the term at the secondary school stage, but there were what were called the industrial schools and the Ministry of Labour compiled full details regarding these periodically and therefore he saw no special point in duplicating the effort. The Survey, therefore, left out these technical institutions from its purview.

The Committee also emphasized that the Director of Education or the Director of Public Instruction as the case may be in each State should be made responsible for the survey work in the State and that the Survey Officer should work directly under him. The Committee feared that the work could not be begun in the States till the then pending general elections were over as the whole staff, administrative as well as teaching, through whose assistance the survey was proposed to be carried out, would be fully busy with that work.

14. *The Other Preliminaries.*—The Advisory Committee having endorsed the objectives and the broad outline of the scheme, tentative working papers were immediately prepared and sent for preliminary study of the Officers designated by the States as their State Survey Officers and also to the Education Secretaries and the Directors and the State Governments were requested to direct their Officer-designate for the Survey to attend the Central Seminar that was to start on the 28th of January, 1957.

As the Survey scheme was undertaken to assist the State Governments in collecting dependable data so very essential for objective planning and implementing the programmes of expansion of primary and secondary education, participation of all the States, except West Bengal, could ultimately be secured in the Survey scheme. The West Bengal Government, in their letter dated the 19th January, 1957, informed that they had already completed a survey and as such no useful purpose would be served by participating in the Educational Survey proposed to be undertaken by the Government of India. No State Report or tables of this Survey were, however, received in the Ministry to the date of this report, and hence the present all-India Survey Report had to be compiled without any data from West Bengal.

The objectives of the Survey, its scope and limitations as also the general targets and principles in planning are discussed in the next Chapter.

CHAPTER 2

Objectives of the Survey—Its Scope and Limitations

1. *The Objective.*—It may be useful to state here, at the outset briefly what precisely this Survey attempts and what from amongst the several inter-linked aspects lies outside the scope of the Survey.

It is restricted to the study of only certain specific problems of administration of primary and secondary education, to collect and collate data that would be useful to the State Governments in formulating their plans and programmes of expansion of primary and secondary education and particularly in implementing the directive principle of the State's policy enunciated in Article 45 of the Constitution.

2. *The Need to know Habitations with and without Schools.*—To reach the target of universal compulsory education up to the age of 14 years as early as possible, it is in the first place essential to ensure that the requisite facilities for instruction exist, particularly at the primary and middle school level, within walkable distance of the child. This, in its turn, presupposes precise information regarding the number, nature and distribution of habitations in each unit of educational administration and in which of these provision for primary, middle or high school education already exists and which other smaller habitations, within a specified distance, can be treated as served by the existing schools, so that, after taking a comprehensive view of the situation, whether any one of the schools need to be shifted elsewhere so as to enlarge its clientele can first be thought out and then in which exactly of the remaining habitations, a school at the primary, middle and/or high school stage needs to be profitably opened in future according to a rational plan so that with the essential requisite number of such locations of schools how all the habitations, excepting of course the tiny, far-flung habitations, can be catered for, could be considered.

3. *Enumeration of Habitations.*—Information regarding the number of towns and revenue villages with their population is readily available from the Census Reports. The last enumeration being for the year 1951, the subsequent changes in the number of villages, for one reason or another, is not known. The Census also generally gives no information regarding the hamlets of the villages. A revenue village may or may not be inhabited and in an inhabited revenue village the population may not be clustered at one particular place—there may be more than one 'population centre' or 'habitation'. No information regarding educational facilities can be expected from the Census. The Census data, though very useful as a starting point, cannot go a long way in this respect.

Though providing facilities for education in every 'population centre' or 'habitation', howsoever small it may be, would be ideal, this is unthinkable in the present circumstances. It becomes, therefore, imperative to know, in the first instance, the mutual distances

of habitations, the obstructions, if any, and the distance of the school-less habitations from the nearest school village so that a comprehensive view of the whole situation can be taken and schools in future can be properly located. The facts and figures necessary are not available in the Census Reports or the periodical reports of the Directors of Education or any other available documents.

As already pointed out, some revenue villages have their hamlets of *wadis* or *mazars*. Though some of these are comparatively smaller and scattered just round about the *Gaothan* of the main village, some are very large and far away from the main village. Existence of provision of educational facility, if any, in the main village is therefore no guarantee that it would be within reach of all its hamlets. What was, therefore, necessary was in the first place to prepare a list of all urban and rural 'population centres' or 'habitations' and to note their mutual distance from one another. Taking the Census data as also information that may be available from maps and other sources, all habitations needed first to be identified and enumerated. The first objective, therefore, in the present Survey is identification and enumeration of every distinct habitation howsoever small it may be, and to classify them all according to their 'population slabs'.

4. *Unplanned Location of Schools in the Past.*—Schools opened in the past, whether by Government or local authorities or private agencies were not necessarily according to any pre-conceived State-wise plan, uninfluenced by vested interests or local pressure. Owing to this somewhat unplanned and indiscriminate opening of schools disparities in provision of educational facilities are almost inescapable—and this has been confirmed by the present survey. Though some very small habitations have schools in them, far bigger habitations in the adjoining areas have, for years, remained without educational facility even at the primary school stage. Girls' schools are very few, no doubt, but in some habitations there exists a girls' school without any provision for the education of boys who have to walk a long distance to school. The total population that would be benefited does not always seem to have been taken into account while locating the schools. In some cases, the habitation may be too small to justify a school in it; in some, the school may be so badly located as not to attract a reasonable enrolment to justify even a single-teacher school. These are but only a few possibilities of ill-conceived planning.

It is, therefore, necessary not only to know the location of the existing schools but in the first place to examine whether it is properly located and if so whether it cannot also serve other adjoining habitations and if not, and particularly in the case of schools in very small habitations, whether the existence of the school in that habitation is justified and if not, whether the school cannot be shifted to a suitable central place so that the needs of a much larger population and area could be satisfied.

5. *Enumeration of Schools and Habitations with Schools.*—The statistics regarding total number of schools, available from the periodical reports, throw no light on the problem. In some bigger villages, and certainly in urban areas, there are bound to be more

than one school, boys' or girls'. On the other hand some schools may have their own *Bhag* or 'branch' schools in other habitations though the main school with its branches is not infrequently counted as only one school in the educational statistics. Moreover, the statistics available regarding the number of schools are according to the 'type' of school and not according to the 'stage' of the education for which it provides facility. As a result of this, the total number of schools is no indication of the number of habitations or the total population served.

As regards the enumeration of the schools or habitations with schools of a given type, the difficulty arises in view of the varying types of schools providing instruction at a given stage. The standards or classes included in a given stage differ not only in the different States but even in the same State in different regions or different types of schools.

Not only the lower primary schools, the lower elementary schools and the junior basic schools having only standards I to IV or I to V are the schools providing education at the primary school stage but the full-fledged primary or elementary schools, some middle schools and high schools have the four or five primary classes.

Some schools provide instruction only at the middle school stage and some only at the high or higher school stage. A secondary school or high school may or may not have high school classes. Some are single division schools while others have more than one division. Some teach only through the local language but there are others teaching through a non-local Indian language or through English.

In view of this, and particularly because the nomenclature of the school does not necessarily indicate the stage or stages at which instruction is given in the institution, the usual statistics given in the annual educational reports regarding the number of primary schools, middle schools and high schools according to types does not give any precise idea regarding the number of institutions available at each of the educational stages, and it certainly gives no indication whatsoever, as pointed earlier, regarding the number of habitations in which provision exists at the primary, middle and high school stages. Idea regarding the number of classes available in each standard, the number of teachers in each stage and the total capacity of the existing provision at each stage is still more difficult to obtain.

To overcome this difficulty and to have enumeration regarding the schools according to some dependable uniform pattern, the information in regard to the number of institutions is collected in the present survey not according to the type or nomenclature of the schools but according to whether or not it provides instruction at a given stage or standard. In each State or region of the State, certain standards are considered as forming the primary school stage, some the middle school stage and some the high school stage.

6. *The School Area.*—When any existing or proposed school (or schools) located in a town, village or hamlet serves the needs of smaller habitations in the vicinity, it can be said to have its own area. In cases where it serves no other habitation, its 'school area' would be restricted to the area encircling all the houses in that habitation itself. Where adjoining habitations are or could be catered for by the school in the central habitation, the 'school area' would include, besides the school habitation or school village, all the other adjoining habitations—villages or hamlets—tagged on to it for education of children at that stage, be it primary, middle or high school stage. It is proposed to designate this unit consisting of one or more habitations for which *at least* one school at a suitable place, *not* at a distance longer than a given maximum walkable distance for a child is considered necessary, as a 'school area'. A school area is, therefore, an educational unit consisting of one or more habitations for which at least one school is considered necessary, if it is not already there.

The very concept of school area, therefore, necessitates considering (a) the population of the habitations, (b) the mutual distances of habitations from one another and more specifically of them all from a suitable central place in that area, (c) obstructions, if any, such as existence of a river, a stream, a steep hill etc. in between the central habitation where the school exists or is proposed to be located and the other surrounding habitations to be included in the school areas and also whether the existing school is properly located and if not, whether it would not be advisable to recommend its shifting to another suitable central place so that the new school can cater for a larger number of habitations and population.

It will thus be seen that mere identification of every distinct habitation and its enumeration in a register by itself or arranged slab-wise or the location of these on the map and mere lists of schools by themselves would throw but little light on the problem in view.

As a first step, therefore, towards the fulfilment of the directive of the Constitution, it is necessary to ensure that, in the planning of school areas, as far as possible, no habitation remains unprovided for, in the first instance as far as provision of educational facility for the age-group of 6-11 and then of 11-14 is concerned. Primary schools providing instruction up to the age of 11 must, of necessity, be diffused widely. The ideal solution would be to have at least a school for each habitation, howsoever small it may be, an ideal impossible in the present circumstances. To make the limited resources in men and money go the longest way, it is necessary so to plan that the existing schools as also those to be started in future could be put to maximum possible use and that there would be no duplication or overlapping. A school in one habitation will have, therefore, to serve, wherever feasible, the needs of all neighbouring smaller school-less habitations, or to put in other words, all school-less small habitations will have to depend on some convenient adjoining central habitation, with a school in it for the schooling of their children.

This envisages not only preparing a sort of a catalogue of habitations to be called a 'Register of Habitations' instead of villages as in the Census, and record their population, may it be the 1951 census population, as the estimates of the present one can be roughly calculated from it, but also finding out which of these actually have a school and which in view of their location and local population of school-going age that would be expected to join the school can, on their own merit, warrant the starting of a school in them, if one did not already exist there.

Though this implies census of children of school-going age at the primary, middle and high school stages in the local habitations as also in those habitations roundabout it so that whether a school can be started in one of the habitations from the group of habitations, be it single-teacher school, can be known, such actual census would be inescapable when compulsion is actually introduced and for the present purpose it would suffice if the number of children could be roughly estimated from the total village population according to 1951 census.

7. *What the Survey Attempts.*—The Survey has attempted to identify each distinct habitation as on the 31st of March, 1957, and to enumerate each one of them systematically in a 'Habitation Register' and also to classify them according to their population slab and to register them in a 'Slab Register' with an entry regarding the existing educational facility and then to delimit the school areas of existing school areas of existing schools according to certain objective criteria laid down and applied with reasonable discretion and to suggest the most convenient and economic locations of the schools for the habitations remaining unserved, so that as many children as possible from the neighbouring habitations could take advantage of it by walking not more than a certain specified distance at the primary, middle and high school stages and thus to delimit the school areas of the existing and the proposed schools and to map them out and to enumerate them suitably in a 'School Area Register'.

The objectives of the Survey can, therefore, be stated in brief as (a) identification and enumeration of (i) every distinct habitation and (ii) every elementary school, (b) mapping out the location of schools, (c) delimiting the area served by the existing schools, (d) deciding on the convenient location of new schools and the area that would be served by the proposed new schools, by suitable classification and grouping of habitations and (e) preparation of district-wise statistical tables showing the results of the survey.

8. *Adequacy of the Existing Facilities.*—The Survey has also incidentally tried to collect the educational statistics regarding the number of school pupils—boys and girls,—the number of teachers—men and women—the number of rooms and the floor space in each of the existing schools, so that the extent to which each school, whether independent or group, and whether at the primary, middle or at the high school stage, has been serving actually the needs of the local and non-local pupils, could be found out. From this could be calculated the additional number of pupils, local and non-local,

that could be enrolled without any additional teachers and the additional number of teachers that would be required if all children of school-going age in the habitations in that school area were to be enrolled.

It is beyond the capacity of this small report, compiled within a short period, to give detailed statistical analysis of each and every one of the thousands of habitations with schools in regard to the short-fall or the excess of pupils, distribution of boys and girls—local and non-local—in boys' and girls' schools, the number of men and women teachers for each of them, the teacher-pupil ratio in each and the like. However, as the data have been tabulated for each individual school area, this will provide valuable ready material for subsequent critical detailed investigations by the State Governments and particularly by the inspectorate in the districts.

9. *Survey mainly of Rural Areas.*—The survey mainly concentrates itself on the rural areas for evident reasons. However, to have a complete picture of the educational facilities as they exist and as they need to be, it was considered desirable to include similar data in regard to the urban habitations at the primary, middle and high school stages. The number of pupils, boys and girls, enrolled in schools at the primary, middle and high school stages, the population of these areas and the number of schools, boys' and girls', have also been tabulated and the number of rural habitations that could take advantage of the urban habitations at the three stages has also been taken account of. Thus, an attempt has been made to take an overall comprehensive picture to the extent possible in the limited time.

The final figures in the District, State or all-India tables give after all the central tendencies wherein the deviations in individual units may largely cancel one another. Within the limitations, it was not possible to subject these facts and figures about each individual school to critical statistical analysis by involved statistical processes, but any marked tendencies noticed in any particular case have been mentioned in the district reports and to the extent possible also in the State Reports and this all-India Report.

10. *Its Limitations.*—It may not be out of place to mention here what the survey does not include. It being an approach mainly to the problem regarding location of schools, it does not deal with (a) the need for separate schools for boys and girls at any stage, (b) the number of divisions or classes available or necessary in a given standard, (c) the optimum size of a school or a class, (d) the necessity of having different schools or branches of a school at different places in bigger habitations, (e) the exact location of the school in the habitation or outside it, (f) the availability of land, the suitability and adequacy of the existing school buildings and (g) the possibilities regarding these where the new school is proposed. All these, it would be appreciated, lie entirely outside the scope of this survey, though by themselves these are very crucial and important points to be tackled by the local educational administration.

The survey does not deal with the problem of enrolment *versus* actual attendance as also the existence and causes of wastage and

stagnation or availability of teachers, trained or others. Being mainly a survey of rural areas, the question of provision of adequate educational facilities in different parts of urban areas has not been taken into consideration. It may happen that in a given town or city, though the number of schools may appear to be adequate, certain parts of these towns and cities may not have educational facility within easy reach of the children due to various difficulties, such as for example, the peculiar lay-out of the urban area.

11. *The School Areas in Cities and Towns.*—Though there could be a separate Register of School Areas for urban areas also, no such school area register for the different localities of the urban areas has been attempted in this survey. In order to examine whether every locality in the city or town has a school within easy reach of the children of 6-11, it is necessary to delimit the areas that could be treated as served by the existing schools there and to identify and enumerate the school-less areas within the city or town and to plan out proper school areas for them. When compulsory education is introduced in any town or city, a house to house census of children of school-going age is bound to be taken. The area for each school will also be specifically defined to include a definite number of houses and children of school-going age from which the children would be directed to attend the school.

Defining school areas in this respect and then to prepare a register for all the urban areas would require separate study. To divide thickly populated areas with all the complications of urban life into generally acceptable clearcut school areas without going into the usual elaborate processes was considered to be impossible within the limited time in which this survey was attempted. Preparation of such school areas registers, in this manner, requires elaborate machinery not provided in the present survey, and hence as far as this survey is concerned, no such urban school area register has been prepared. The case of rural areas was entirely different. In this case, in view of the population and distribution of rural habitations, this difficulty was not envisaged, excepting in a few areas where special procedures had of course to be derived to distinguish one habitations from another and then group them suitably. This will be discussed in due course. What is, therefore, prepared in regard to urban areas is only a district-wise, list of habitations arranged according to population indicating therein the name of each urban habitation, the number of institutions for boys and girls at the primary, middle and high school stages and the number of pupils, boys and girls, attending them, as on the 31st of March, 1957.

12. *Areas not Covered.*—In this survey, all the States and the Union Territories were first requested to co-operate. The two Union Territories of Andaman and Nicobar Islands and the Laccadive, Minicoy and Amindive Islands, in view of their size, distance and peculiar problems were excluded. Of these as regards Andaman Islands there has been a study of the problems only recently. The NEFA and the Naga Hills area were also excluded due to the various difficulties envisaged in obtaining the data within the short time in which this survey was to be completed. The Pondicherry area had also to be excluded for evident reasons.

However, it is extremely regrettable that in this all-India Survey report, the data pertaining to the State of West Bengal could not be included in spite of all possible efforts made. No officer from West Bengal State was deputed for training at the Central Seminar by the State on the plea that the State had already undertaken an educational survey on their own lines. The desirability, however of completing a survey on the lines followed in all other States was impressed on the State authorities repeatedly and even the survey registers of one *Thana* were got prepared by making such use as was possible of the data already available with the State Government in regard to that *Thana*. However, as there was no further progress or response after that, in spite of repeated requests and as it was not considered advisable to keep the available data from other State pending *sine die*, there was no other alternative except to compile the all-India tables and report without West Bengal after having waited so long for West Bengal to participate in the Survey Scheme.

In Punjab, in Sipti and Lahol area of Kangra District, 18 villages could not be surveyed by the State's Survey Officer in spite of all his efforts as that area remained practically snow-blocked during almost the entire period of the survey. With these exceptions the present survey includes every habitation in India. In the body of the report, the all-India totals or averages are subject to this qualification.

These in short, were the objectives—scope and limitations of the all-India Educational Survey. In conformity with these objectives, certain principles and targets were laid down for being followed uniformly in delimiting the school areas throughout the country. These are discussed in brief in the next chapter.

CHAPTER 3

The Principles and Targets in Delimiting School Areas

1. *Their Need.*—In delimiting school areas, whether for existing or proposed schools, it was essential to lay down certain broad principles based both on experience and other considerations for guidance so that some uniformity would be ensured in the procedure and standards, which is so very essential in collection and compilation of the statistics for the entire nation.

These will, of course, depend on the policy of State Governments in regard to the programme for elementary education. The directive of the Constitution for provision of educational facilities up to the age of 14 years is quite clear and, therefore, whatever be the details of the planned programme, the target to be achieved would be in the first instance to provide, as early as possible, a school for every child at as convenient a place for the child as possible.

2. *Minimum Population to justify a School.*—In view of the imperative need of making the maximum use of the limited resources it was essential that a school was proposed at any place, only when there was a reasonable chance of having in the long run, adequate enrolment to justify the opening of at least a single-teacher school. Working on the basis that children of the age-group 6-11 form about 12½% of the total population, to have about 40 children, the total population of the area must be at least about 320. As the population figures in the survey are the 1951 Census figures and the population has been continuously increasing, there need ordinarily be no difficulty in expecting a total enrolment of 40 children on introduction of compulsion, if the population of a habitation or group of habitations, according to 1951 Census, be 300. This was, therefore, adopted as the minimum requisite population to justify a school in a habitation. A single-teacher school was to be considered only when a multi-teacher school could not be justified and hence this minimum limit is not to be interpreted to mean that for every 300 of population in smaller habitations a separate school was to be considered. This is just the lowest minimum beyond which it was not considered feasible to go in the present circumstances. Every attempt was to be made to group as many smaller habitations in the area as possible, so as to have a reasonably good strength for the school.

Wherever possible, attempt was to be made to group together smaller habitations roundabout a suitable central place so that the proposed school would have an adequate strength. This in its trail raises the question both regarding the upper limits, if any, or the distance the children may be expected to walk and the total population of the group of habitations.

3. *The Walkable Distance.*—It is indisputable that the school should be as near the home of the child as possible but as this is impracticable in the conditions obtaining, the maximum distance a child in the rural areas at the age of 6 to 11 years can be expected to walk to the school needed to be fixed. From common experience and depending generally on the accepted distance limit in

the Compulsory Education Acts of some of the States, the distance limit of the one mile has been accepted in the survey for tagging on the surrounding smaller habitations to the central school-habitation for the purpose of schooling facilities at the primary school stage, i.e., for standards I to IV or I to V as the case may be. This maximum distance of one mile is the actual walking distance along the road or by-path and not the shortest distance as the crow flies. In hilly areas, habitations appearing hardly a furlong apart may sometimes lie miles apart in terms of walking distance. The topographical maps of the Survey of India proved of great value in visualising the physical features and topography of the areas at the teachers and village officers' meetings at the *Tehsil* headquarters. The local officers attending these meetings, of course, supplied the details. While considering the distance, the various obstacles in the way such as rivers, canals, hills, railway lines, etc. had to be taken into consideration.

In exceptional cases, a child may be required to walk about $1\frac{1}{2}$ miles from the home to school. If the limit laid down in the State be less than one mile, it was definitely to be adopted as the upper limit (such eventuality, however, did not arise) but if it exceeded one mile, for purposes of grouping habitations into school areas, the upper limit of one mile was to be adhered to.

According to this distance limit of one mile a child will have to walk up to one mile each way, which means that if the school is held in one session every day a child will have to walk up to a total distance of two miles during the day and this is already a substantially long distance for the child of the tender age of 6 or 7. If the school is held in two sessions, one in the morning and the other in the afternoon, as it is in certain places, due to the local needs and climatic conditions, then the child will have to walk a total distance of about four miles a day, which is certainly heavy for that age. Hence it was suggested that this upper limit of one mile should not be exceeded unless there were compelling reasons to the contrary.

4. *Habitations with a Population above 300.*—While grouping habitations for a school area, it was expected, and experience confirmed it, that in some cases in the vicinity of an existing or proposed school, within the distance limit laid down, there would be habitations with a population of 300 and above and in such cases, to have a uniformity in regard to tagging them on to the Central habitation, throughout the country. In this survey, a habitation with a population of 300-499 within about half a mile from the existing or proposed school habitation was to be tagged on to it, but a habitation with a population of 500 and above was to be considered for a school in it, unless there were strong reasons to the contrary, such as, for example, the second habitation being almost contiguous to the first so that the school in the first being for all practical purposes a school in the second habitation as well. Of course, even in such cases, all smaller habitations were to be tagged on in such a way that those children would have a school nearer to their homes than they would have otherwise had.

On the basis of population, in habitations with a population above 100, at least about 62 children could be enrolled and due to normal increase in population since 1951, this number could be expected to be at least about 70, thus justifying a school for itself, even if there be no habitation in the vicinity that could be tagged on to it. With smaller taggable habitations in the proximity, the maximum possible enrolment would of course rise. Every attempt was, therefore, to be made to group together as many habitations as possible in accordance with these principles, so that with the minimum requisite properly selected habitations for proposed schools, no habitation would remain without educational facility, excepting only a few lone tiny habitations.

5. *An Independent School.*—Some primary school areas would thus include only one habitation while others would have more than one. In the former case, when the school is for the habitation by itself and cannot or is not required to serve any other habitation, in this survey, the area is termed as an 'Independent School Area'. It does not mean that it is independent in any other sense, except that the school or schools in it can serve the population of that habitation only and not of any other habitation. No children from the neighbouring smaller habitations would possibly join as there may not exist any habitation within walking distance and if any exists, it may already have a school in it or in another habitation at a much shorter distance. Its existence thus, so to say, depends on its own population of school-going children. Such a school or group of schools in a habitation are termed as 'Independent Schools' as the habitation by itself or independently forms a school area.

6. *A Group School.*—When an existing or proposed school is expected, in conformity with the targets and principles laid down, to cater to the needs of children in the adjoining habitations, as it would be serving a group of habitations, it is designated in this survey, a 'Group School'. There may be a single school or more than one school in that habitation. The 'Group School Area' includes besides the habitation in which the school (or schools) exists or is proposed to be located, all other habitations, generally not more than one mile away, the needs of which are expected to be satisfied by that school.

The total number of habitations and the total population of a group school area would naturally vary from case to case and no stereotyped pattern or rigid limits could be laid down. In some cases, the total population of all habitations grouped together would be about 50, while in some other cases it would go even about 5,000. The minimum number of habitations in a group school area would be of course, two and though there is no upper limit laid down, the maximum limit for walking distance limit laid down, in its turn, limits the area and therefore indirectly also the number of habitations that can possibly lie within that area. The number of habitations depends on various factors such as the scatter of habitations and their population. The area enclosed by a group school, in spite of the limit of three square miles, cannot of course be expected to be a mathematical circle, but may take any imaginable shape depending on the position of the habitation tagged on. All the habitations included in any given school area are of course entered in

the School Area Register against the entry of the school habitation and on the map arrows from the habitations tagged on pointing to the school-habitation or an enclosing curve indicating all the habitations included in the group school area.

7. *Number of Schools in a School Area.*—In the present survey, in delimiting the school areas, the point under consideration was provision of educational facility in the habitation itself or in the neighbourhood and not the extent or adequacy of the existing or proposed facility with reference to the number or size of the school, notwithstanding the importance of the latter aspect. The scope of the survey was restricted to the consideration of the problem of location of schools, as once this primary question is satisfactorily settled, the question regarding the number and size of the schools, which is rather a local problem and that too, particularly in bigger school areas, to provide satisfactorily for girls, linguistic minorities or different sections or parts of the habitation, could then be easily resolved.

In a school area, whether for independent or group schools, there can be more than one school, though most of the areas would have only one school. In some habitations, separate schools for boys and girls may be possible or in bigger habitations, in view of the total school-going population, more than one school may be warranted in a habitation. In the case of group school area, ordinarily, the group school or schools would be in the central or bigger habitation but in a few cases it may be located at a convenient central place outside the habitations. Where separate schools for boys and girls exist, it may happen that the boys' school may be in one habitation and the girls' school in another and the habitations so situated as to form only one area.

Again, cases have been noticed where a school already exists in a very small habitation, where according to the principles and targets laid down, ordinarily no school would have been proposed, but the habitation would have been tagged on to the existing or proposed school in a bigger centrally situated habitation in the vicinity. In such cases, the smaller habitation with the school is included in the group school area and not treated as a separate school area so that if at a later date the smaller school closes down, as it would generally do, the habitation would be served by the existing or proposed central group school and would not appear as unserved, as it would have been done in such an eventuality, had it been shown as a separate school area.

8. *Closing or Shifting the Existing School.*—To reduce cases of the type just mentioned, before delimiting the existing school areas, the first question to be considered in the case of particularly smaller rural habitations already having a school was whether the school was properly located and if not whether a better location could not be suggested so that the school could serve the needs of a larger area. In some cases, where such an existing school was found to be absolutely unjustified, the State Survey Officers could suggest even their closure if they deemed it advisable.

9. *A peripatetic Teacher School.*—After considering all the possibilities for opening an independent or a group school even after justifiable relaxation of the limits laid down by the targets and principles, there were bound to remain some habitations so small and scattered as not to form a total population of 300 in an area of about 3 to 4 square miles, i.e. within one mile from the central place. In such cases, instead of the child being required to walk a longer distance it is the teacher who is required to walk the distance from one school habitation to the other i.e., the distance between the two convenient 'centres' where he is to hold the school alternatively. In this case also, one or both the 'centres' of this 'Peripatetic-teacher school' may provide for a single habitation or a group of small habitations in the vicinity. In some cases the centre may not lie in any one of the habitations but at a convenient place from all the habitations in the group.

This the peripatetic-teacher schools would provide for the very small habitations, which could otherwise neither be given an independent school nor be grouped together for a group school. A peripatetic-teacher school is conducted at two centres which may be at any distance from about $1\frac{1}{2}$ miles to about 5 miles—a distance which a teacher is expected to walk or cycle-up. The teacher may hold the school in the morning at one centre and in the afternoon at the other. He may hold it on alternate days of the week for six days. In some cases where the distance is long, he may hold it for three days continuously at one centre and then for the other three days continuously at the other centre. In certain cases a day in between for transit may also be necessary.

The simplest form of a peripatetic teacher school is, therefore, one which connects two habitations which are at a distance of more than one or $1\frac{1}{2}$ miles, but less than about five miles. This would also be the most common form of such schools. In some cases, however, as already pointed out, it would be possible to group habitations at one or both of these centres, the general rule to be followed being that habitations within about one mile of the central place, where the school was to be held were to be grouped together. The main condition to be satisfied in regard to population in the case of these schools also was that the total population of all the habitations included in the two centres, whether independent and/or group, would be about 300.

This is a new experiment which has been tried on a substantially large scale in Bombay State and in the present survey an attempt has been made to indicate where this type of schools could be introduced so that the number of lone and tiny habitations remaining without provision of educational facility would be reduced to unreducible minimum. Only such very far flung tiny lone habitations, which do not lend themselves to such grouping into two centres so as to form a total requisite population even coming near about the minimum necessary. It is true that the peripatetic teacherschool cannot be expected to be as efficient even as the ordinary single-teacher primary school, as the teacher is to conduct the two centres in two different sessions, may be the same day, or on alternae days or at intervals of three or four days. It cannot be denied that this is better than leaving them entirely without any

educational facility whatsoever. These schools usually cater for the first two standards only and for the subsequent education at the higher age of about 9 plus, the children can perhaps attend an ordinary primary school at another place. The minimum area covered by a peripatetic teacher school, therefore, is 6 square miles. The two sectors of the areas may be almost contiguous or separated from one another by a distance of up to five miles.

10. *The Middle School Areas.*—It is not enough to plan for educational facilities up to the age of 11. The Constitution requires that education up to the age of 14 should be made compulsory and therefore it is also necessary to expand considerably educational facilities at the middle school stage in the near future. The provisions of increased facilities of education at the primary school stage are to be properly dovetailed and followed up at the middle school stage so that children receiving education in schools with standards I to IV or I to V can continue their education up to the age of 14. It will, however, not be possible, for evident reasons, to convert every primary school into a full-fledged primary or elementary school catering for the educational needs up to the age of 14. While planning the location of primary schools, care had to be taken to see that a child got a primary school within a distance of one mile at the most. In the case of middle school stage, this distance may be increased to about 3 miles as the children at this stage may be expected to walk a longer distance to school. At the primary stage the object has been to diffuse educational facility very widely and to provide a school as near to the home of every child as possible but this, for evident reasons, will not be possible at the middle school stage. Conditions differ to some extent when the middle school stage is to be reached and it is impracticable in the present circumstances to provide facilities at this stage within a distance of 1 or even 1½ miles from the child's home and therefore smaller habitations have necessarily to share an institution at the middle school stage at a longer distance of habitations in a bigger group. The minimum population limit had, of necessity, to be raised higher in such a way that the total number of pupils that could be enrolled from the area would be such as would reasonably justify the opening of the classes at the middle school stage. Working roughly on the basis of about 7% of the total population, the number of children of middle school-going age could be about 105, if the minimum limit for the total population was fixed at 1,500. Moreover these population figures being the 1951 Census figures, the present child population of the middle-school-going age may be expected roundabout 120, which would certainly justify opening of the middle school classes in the Central habitation, if one did not exist already. The minimum population limit for provision of educational facility at the middle school stage has, therefore, been fixed at 1,500 in this survey.

As children at this stage are comparatively grown-up, they could be expected to walk a much longer distance than at the primary stage and therefore the distance limit at the middle school stage has been raised from one mile at the primary school stage to three miles. Ordinarily three classes at the middle school stage would have 3-4 teachers, depending on the State's policy in this respect.

Ordinarily within an area of about 28 sq. miles that would be so covered, it may not be difficult to encompass habitations having the minimum requisite population of about 1,500. This again does not mean that there was to be a middle school for every 1,500 of the population. As in the case of the primary school stage, it was just the minimum requisite to consider provision at the middle school stage. There is again no upper limit as the survey is concerned only with the problem of location of the school and not with the size of the school, which is rather a local administrative problem.

The limit of three miles radius from the school was, of course not to be treated too rigidly and if any habitation happened to be a little longer than three miles from the school if it could not be included in any other school area, it was certainly to be included in the area. As in the case of the primary school stage, here also it was the actual walking or the cycling distance and not as the crow flies. If two middle schools already happened to be comparatively closer to one another and justified their existence due to the local population, then, in spite of their being comparatively closer, they were to be treated as two centres for middle school education and the area for each one of them was to be demarcated separately. If provision of education at the middle school stage was properly planned, it was felt that no child would ordinarily be required to walk more than about 3 miles to reach such a school. In exceptional cases the limit for population shall have to be brought down to even 1,000 and the limit for distance increased from 3 miles to even about 4 miles.

The location of middle school area was to be indicated on the map with a triangle and the area expected to be served by it was to be enclosed by a curved line with dashes.

11. *The High School Areas.*—It is also necessary to diffuse the facilities of secondary education as widely as possible in rural areas. Ordinarily, there should be a high school available at a distance not longer than 5 miles from the residence of any rural child. If high school areas are chalked out with these criteria, this would include up to the maximum of about 80 sq. miles and ordinarily it should not be at all difficult to have a good strength for a high school in such an area if the total population of all the habitations encompassed be about 5,000. This is not to be taken to mean that for every 5,000 population a high school was to be proposed. In certain areas the limit for distance was to be slightly increased and that for the total population lowered down if circumstances so demanded.

If a habitation had a population of 5,000, then on the strength of its expected child population at the high-school stage from the habitation itself, a high school there was considered justifiable. The smaller habitations within about five miles were of course to be tagged on.

Before, however, setting about for the planning of the facilities at the high school stage it was in the first instance necessary to ascertain the extent to which such facilities were already available in rural and urban areas so that the habitations catered for by them

could be identified and the area demarcated as a high school area for an existing school so that the question of providing such facilities for the remaining habitations could be considered.

12. These were in short the targets and principles laid down for guidance so that the delimitation of school areas at the primary, middle and high school stages could be carried out with certain objective standards and an uniform procedure in all the States.

As this was by itself a colossal task without any precious experience to guide and was to be completed in as short time as possible, it was considered advisable to lay down broadly for the guidance of State Governments administrative machinery necessary for the survey in the States, both at the headquarters and at the district level and how and by what stages exactly the work was to be carried out and what provision needed to be made for the supervision and guidance of the work. These are discussed in the next chapters.

CHAPTER 4

Administrative Developments

1. *The Preliminaries Necessary.*—In view of the objectives and scope of the survey and the principles and targets set out, coupled with the imperative need of completing the survey as quickly as possible, it was necessary in the first place to train the officers to be in charge of the work in the States. The State Governments were, therefore, requested to designate, in the light of the qualifications, experience etc. indicated, their Special Officers to be in charge of the survey work, so that they could be trained in the Central Seminar. It was also necessary that the State Governments made the necessary provision of expenditure on account of the survey, if not already made, and created the various posts for the duration of the survey.

Working on the little experience available from the couple of attempts in this respect in smaller areas in the past it was considered advisable to indicate broadly to the State Governments the general frame-work of the administrative machinery and the type of staff required and to take early action in this regard as the survey was to be completed as early as possible so that the results of the survey, particularly the District Reports, along with the maps and school area register could be made available to the State Governments, so as to enable them to utilise the findings in their immediate planning and programmes of educational expansion.

2. *The State Survey Officers.*—(a) *Qualifications requirements suggested.*—The nature of the project demanded not only continuous devoted hard work but accuracy, speed and exactitude in collection and collation of voluminous data and foresight and ingenuity in interpreting them and in delimiting the school areas for the existing and proposed schools in conformity with the principles and targets laid down. All possible checks and counter-checks were to be employed to verify the facts and figures to ensure accuracy and consequent reconciliation of facts and figures.

The requirements were, therefore, pointedly brought to the notice of the State Government and they were requested to entrust this responsible work to a dependable experienced senior or first grade officer having an insight into the problems of primary and secondary education and a flair for statistical research in educational problems involving voluminous data and ability to enlist tactfully active co-operation of officers not only of the Education Department but also other departments.

As these officers were to be trained at a Central Seminar-cum-Pilot Survey, the States were requested to see that the persons to be designated for the work were continued in the post on a full-time basis till the work in the State was completed and to appoint such persons as had reasonable chance of continuing in the post till the completion of the survey.

Notwithstanding this, in some States, officers were assigned this work in addition to their normal duties, in some cases they were transferred long before the completion of their assignment and some went on leave. Experience, however, showed that wherever the officer could not devote his full time attention to the survey the work did suffer considerably in some respect or other.

In Delhi, the work was assigned to a Headmaster of a Higher Secondary School and in Tripura to an Inspector of Schools, in addition to their normal duties. In Assam, the then Assistant Director of Public Instruction was given by the State the charge of this work in addition to his normal duties. In Rajasthan, the Director of Statistics was designated by the State as the Officer in charge of the survey. In Kerala, the Officer first trained at the Central Seminar-cum-Pilot Survey held in Delhi, proceeded on long leave just when the survey was about to begin there and hence the State Government was forced to appoint another officer in his place. This considerably delayed the survey work in Kerala State at the start. The Officer who took his place was requested to participate in the Seminar at Hassan that was then about to start for the training of the District Survey Officers in Mysore State, so that he could have a chance of getting acquainted with the technique and procedure of the survey before he took up the survey work in Kerala.

(b) *The States' Survey Officers.*—The following were the Special Officers appointed by the States for the survey:

1. Andhra Pradesh	Shri K. Jagannathan, B. Sc., B. Ed., Principal, Government Teachers Training College.
2. Assam	Shri Mohd. Nur-UL-Islam, M. A., Assistant Director of Public Instruction.
3. Bihar	Shri Bhagwan Prasad, B. A. (Hons.), Dip. in Edu., Assistant Director of Education.
4. Bombay	Shri G. S. Dhar, B. A., B. T. Research Officer, Office of the Director of Education.
5. Jammu & Kashmir	Shri S. N. Nanda, B.A., B.T. Head Master Higher Secondary School.
6. Kerala	Shri G. P. Moses, M. A., L. T., Headmaster, Govt. High School, replaced by Shri M. K. Abraham, B. A., L. T., District Education Officer.
7. Madhya Pradesh	Shri B. D. Sharma, M. A., M. Ed., Asst. Director of Public Instruction.
8. Madras	Shri K. Palaniswami, B. A., L. T., Auditor D. P. Isl. Office
9. Mysore	Shri M. R. Ramiah, M. A., B. T., Dip. in Edu., Asstt. Sec., Text Book Board, and Spl. Officer for Statistical and Developmental work.
10. Orissa	Shri S. C. Panda, M.Sc., Assistant to D.P.I. Orissa.
11. Punjab	Shri A. D. Sethi, B. Com., B. T., Dy. Divisional Inspector of Schools.
12. Rajasthan	Shri L. K. Verma, Director of Economics and Statistics, assisted by Shri S. C. Mathur, M.A., LL.B., Principal, Govt. Intermediate College, Sirohi.

13. Uttar Pradesh	Shri D. D. Tewari, M.A., M.Ed., District Inspector of Schools.
14. Delhi	Shri R. Saran, M.Sc., L.T., Principal, Higher Secondary School.
15. Himachal Pradesh	Shri I. C. Chadha, B. A., M.Ed., Asstt. District Inspector of Schools.
16. Manipur	Shri Chandrabas Singh, B.A., B.T., Deputy Inspector of Schools.
17. Tripura	Shri M. C. Bhattacharjee, B.Sc., B. T., Inspector of Schools.

(The Government of West Bengal had first designated the Director of Statistics and Economics for this purpose but neither did he attend the Seminar nor the State ultimately participate in the survey scheme.)

Of the 17 Officers, four were of the status of Assistant Directors of Public Instruction, six were from the Educational Inspectorate, one was a Chief Statistical Officer in the State, his full time Assistant being a college professor, two were from the Training Colleges (One of these was then just transferred as Research Officer), two were Headmasters, one a Statistical and Developmental Officer under the Director of Public Instruction and one an Auditor under the Director of Public Instruction. Naturally, therefore, their qualifications and grades of pay considerably varied from State to State.

From the information available, it was noticed that special pay was given only in a few States. In Bihar, it was Rs. 150 p.m., in Andhra Pradesh and Tripura Rs. 100 and in Punjab, Madras, Manipur and Uttar Pradesh Rs. 50 p.m. In Kerala, Madhya Pradesh and Orissa, officers were given 20% and in Assam 10% over their normal pay. In Delhi, the Officer was paid an *ad hoc* total amount of Rs. 150 for this extra work. No special pay appears to have been given in other States.

3. *Status of the Survey Units in the States.*—To give proper status and orientation to the Survey Unit as also to ensure proper co-ordination and supervision and assistance from the subordinates, particularly in view of the fact that some of the State Special Officers were not quite senior to the Officers in the districts, the State Governments were requested to see that the Survey Unit was attached to the Office of the Director of Education or Director of Public Instruction as the case may be and to make the Director personally responsible for this work and that all the orders to be issued by the Survey Officers should be in consultation with and as orders on behalf of the Directors of Education/Public Instruction, so that they may have the necessary effect in the districts.

The States' response to his request was also very encouraging. In Mysore, the Director of Public Instruction was himself made the Director of the Survey. In Uttar Pradesh, the survey was conducted under the direct supervision and guidance of the then Additional Director and after him, the Joint Director. In Bihar, the Additional Secretary supervised this work. In Jammu & Kashmir,

Madhya Pradesh, Orissa and Tripura, the survey work in the States had the benefit of direct supervision of the Directors of Public Instruction there. So was more or less the case in Assam, Bombay, Kerala and Punjab though no specific orders to this effect appear to have been issued. In Himachal Pradesh, the work was later on transferred by the Union Territory to the Territorial Council and was conducted by the Special Officer under the general supervision of the Chairman of the Council.

4. *The Supervisory Assistants under the State Survey Officers.*—In view of the multifarious duties to be attended to within the short period in which the field work and compilation of tables was expected to be completed, the State Governments were requested to consider the advisability of appointing supervisory assistants under the State Survey Officers at the rate of one officer for every group of ten districts with a minimum of one. As the work was to proceed simultaneously in all the districts to supervise the field work in the districts, to ensure that the technique was systematically and uniformly followed in all the districts, to explain their doubts and to solve their difficulties, to check *tehsil* or *taluka* documents as they got ready and to correct them and give instructions for their modifications and to ensure that these were carried out and further to ensure that the work was proceeding systematically in the different districts, it was considered practically impossible for a single person, and more particularly so where the number of districts was large, without such assistance of suitably qualified supervisory assistants.

in some States, this assistance was available while in others the State Special Officer had to attend to all the duties single-handed. In Madhya Pradesh, there were five supervisory assistants, in Bombay four, in Rajasthan three, in Andhra Pradesh two, and in Assam, Bihar, Madras and Orissa only one each. In Mysore only one person was available but that too at the stage of compilation at the State headquarters. When the field work was over, the District Officer of Hassan joined as the State Special Officer's Assistant. In Manipur, two Assistant Inspectors helped the State Special Officer for six months while in Tripura one Assistant Inspector of Schools worked as the Supervisory Officer. In Himachal Pradesh, though one person was trained, none was available when the work actually started. In Jammu & Kashmir, Kerala, Uttar Pradesh and Delhi, no Supervisory Officer was appointed. In Delhi there was no need at all, while in Uttar Pradesh as the District Inspectors of Schools, who attended the State Seminar for some days and had thus the background to guide and supervise the survey work, were themselves in charge of the work and the higher officers such as the Deputy Directors and Regional Directors were expected to supervise the work. The need was more than met.

5. *The Staff at the Headquarters.*—Apart from the supervisory staff at the headquarters for the regular work of checking and tabulating the data as also attending to routine office work, it was necessary to have one or more statisticians, computers or statisticians-cum-clerks as also routine typists and if possible stenographers. Stenographic assistance was available only in Bihar, Bombay, Madhya Pradesh, Rajasthan and Uttar Pradesh. As regards statisticians,

there were two each in Andhra Pradesh, Assam, Bihar, Bombay and Madras. In Madhya Pradesh, there were five, in Uttar Pradesh six and one each in Jammu & Kashmir, Kerala, Mysore, Orissa, Punjab and Himachal Pradesh. Besides these, computers were employed in most of the States—13 in Bombay, 10 in Madhya Pradesh, 3 in Orissa and 2 in Mysore. Typist-clerks were again a necessity though their number and men-months varied considerably according to the work-load. Assistance of drawing teachers, draftsmen or tracers from the Revenue Department or the Public Works Department was also taken for map drawing in Andhra Pradesh, Bihar, Madhya Pradesh, Madras, Mysore, Orissa, Punjab and Himachal Pradesh.

The different posts were sanctioned at different times for different periods, and as the work load also was not the same in all the States, the total men-months of service by staff varied substantially from State to State. In projects such as these where each State had to appoint staff according to its need and convenience, variations in these were inevitable. The all-India average cannot also be indicated as in some States the work was more concentrated at the headquarters while in others it was more in the districts. Moreover, some officers conducted the survey work in addition to their normal duties.

6. *The District Survey Officers.*—The field work in the districts was carried out by the District Officer personally or in collaboration with or through the assistant Deputy Educational Inspectors in the districts. Whatever the pattern of organisation or assistance in the districts, it was the District Officer who was to be responsible for the proper collection and collation of the data and on his sincerity, ingenuity and hard work, the success of the work hinged. It was, therefore, suggested that the survey work in the districts be entrusted to dependable experienced persons from among the officers under the District Inspector of Schools and that the officer to be appointed should have clear insight into the problems of primary education and sufficient experience of inspection of primary or secondary schools and aptitude for statistical research and above all first-hand knowledge of the district. He has to enlist tactfully the willing co-operation of not only his colleagues in the department but also of those concerned from other departments, particularly the Revenue Department, collect the necessary data, scrutinise them speedily and intelligently and tabulate the information properly in the prescribed proformas. He was naturally therefore to have some flair for statistical compilation and also aptitude for research in educational administration as he had to interpret these figures and bring the salient features pointedly to the notice of the State Survey Officer.

Except the case where the District Education Officers (Inspectors) were made responsible for the work, these officers were largely from the cadre of sub-Inspectors of Schools or Assistant Deputy Educational Inspectors of Schools and not from Class II Officers as suggested. Though the States were requested to appoint these officers on full-time special duty for this purpose, in some States the work was entrusted to these officers in addition to their normal

duties. It need hardly be mentioned that the work thereby was substantially delayed and also suffered to a certain extent in such cases.

7. *The Staff in the Districts.*—In the district, the pattern of assistance available to the District Survey Officer varied from State to State. Generally he was given one clerk and a peon. In some cases, he was to carry out the work with the help of the existing inspecting and clerical staff in the office of the Inspector.

8. *Responsibility of the Educational Inspector of the District.*—As the survey, in the first instance, was concerned with identification and enumeration of each village and hamlet, whether having a school or not, whether situated in the plains or in the hills and to these all relevant information regarding its population, its exact situation, its proximity from other habitations, the difficulties in approach, etc., the survey, from its very beginning, had to depend on the willing cooperation of the various nation-building departments in the rural areas including of course the Education Department.

Internal cooperation and team work was to be pre-supposed and to ensure it, it was directed that the Educational Inspector be put in overall charge of the survey work whosoever be the Survey Officer in the district. This facilitated securing from the parent office not only accommodation but equipment and sometimes even stationery and the assistance of other staff in the office of the Educational Inspector. In the field work again, the District Officers had to carry out the work with the active cooperation of the inspecting staff at the last rung of the ladder, *viz.*, the Sub-Inspectors or Assistant Deputy Educational Inspectors and this could be ensured only if the District Survey Officers were to carry out the work as a representative and on behalf of the Educational Inspector of the district. Moreover, the survey officers had to carry out the various duties which could not be delegated to him nor was it possible for the necessary orders to be issued by the State Government for such a short period and hence to facilitate all administrative matters, keeping the Educational Inspector in overall charge for the direction and supervision of the survey in the districts helped a great deal. He was to be personally held responsible for the progress and correctness of the survey and all copies of instructions issued by the State Survey Officer to the District Survey Officers were required to be endorsed to the Educational Inspector of the District to keep him informed of the developments. The Directors of Education were requested therefore to issue definite instructions to the District Inspectors in this regard. The Educational Inspector was treated as an *ex-officio* District Officer for this survey and was to be held personally responsible for seeing that the District Survey Officer carried out the survey systematically according to the schedule and as per instructions that were issued from time to time. The District Special Officer himself was from amongst the Educational Inspector's own subordinate officers, except, of course, where the Inspector himself carried out the work as in some States.

The survey work was to be carried out through the Educational Inspector's own staff and the school teachers at the primary and secondary school stages. The successful completion of the survey

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in the district, therefore, depended on the extent to which the Educational Inspector took personal interest in it. The Directors of Education were advised to issue specific instructions to the District Educational Inspectors not only to treat this survey work as a part and parcel of their regular work but to impress on them that they would be held personally responsible for any slipshod work or want of active co-operation at any level or stage in the progress of the survey work in the district.

The District Survey Officer had thus to work directly under the supervision of the Educational Inspector of the District but received his instructions etc. for the survey from the State Special Officer for Survey. As copies of all literature and instructions sent to the District Survey Officers were also endorsed to the Educational Inspector for his information and guidance and as in the turn the District Officer also endorsed copies of his progress reports etc., to the Educational Inspector, the Educational Inspectors could exercise not only general but a close supervisory control over the progress of the survey work in the districts. The State Special Officer had thus to work in close collaboration with the Educational Inspectorate of the district.

In some places where in spite of these instructions by the Directors of Education, the Educational Inspectors did not take as much interest as was essential in regard to the supervision of this work, the work did suffer to a certain extent, particularly in regard to the timely and satisfactory completion of the field work and compilation of the registers, etc. On the whole, however, from the reports, it is gathered that the Educational Inspectors and their staff co-operated very well in this project.

9. *Co-operation from other Departments.*—Besides this internal co-operation from the officers of the Education Department at different levels, the very nature of the survey required active co-operation from other Departments and particularly from the Revenue Department. The officers of the Education Department could at the most give detailed information regarding the habitations having schools and those roundabout, but as the survey had addressed itself to identification and enumeration of every habitation, howsoever small or remote it may be, the unstinted co-operation from the *Lekhpals* or *Patwaris*—the village officers and *Tehsildars* and also the *Tehsildars* and Collectors was necessary. What was true of the Revenue Department was, to a certain extent, true also of other departments and offices such as the Forest Department, the Police Department, the Irrigation Department, Community Project Organization, Public Works Department, the Map Officers, etc.

To facilitate this, the Education Secretaries were requested to contact their counterparts in the other departments concerned, supply copies of the literature to them and after that, if necessary, to hold a small and informal meeting to explain the type of assistance that was expected from them. At the instance of the Education Departments in the States, the heads of the concerned departments either issued orders or addressed demi-officially their subordinate officers in the districts explaining to them the nature of the work and the type of assistance that was expected of them and asked them to do the needful ungrudgingly.

10. *Personal Contacts.*—In addition to this, the State Special Officers were requested to contact personally the Officers concerned in the district of the pilot survey and to ensure that all the preliminaries were completed in time. In case the State Survey Officer had no experience of the conditions obtaining in the different districts, he was requested to make a hurried tour of certain representative districts so that he could have an idea of the conditions obtaining in these areas so that at the time of discussion in the meetings of the seminar, he could properly orient the discussion and guide the officers.

Besides this, issue of formal letters from higher officers to their district officers and from the district officers to the *tehsil* and village officers the State Special Officers were requested to contact the concerned officers in the other departments and explain to them personally the nature of the work and what exactly they wanted to do. They were also requested to contact the District Officer concerned during their tours. The District Officers were also required to contact personally the District Officers of the other departments and see that the necessary instructions were issued by them to their subordinate staff and thus to ensure the possibility of active co-operation before the work actually started.

The State Special Officers also met the different officers concerned and the district officers did contact the local district officers of the other departments before beginning the work in their respective regions. Moreover, at the State Seminar, the representatives of the different departments concerned were almost invariably invited at the time of inauguration, which apart from its giving the necessary orientation to the survey work, enabled those officers to appreciate the type of work that was being undertaken and known precisely the type of assistance that was needed and thus enabled them to have immediate instructions issued to all concerned.

The way in which this co-operation from the different departments was secured differed from State to State according to the circumstances obtaining there but the fact remains that in every State, the necessary active co-operation from the different departments at different levels was readily forthcoming and in a few exceptional cases where some difficulties appeared, on the same being brought to the notice of the higher officials concerned, the situation was immediately remedied.

As the work was of an entirely new type, it was necessary to give training to the State and District Survey Officers and this was done in the Central and State Seminars, the details regarding which are given in the next chapter.

CHAPTER 5

The Seminars

1. *The Central Seminar.*—As this was a new venture, it was necessary to explain to the State Survey Officers the targets and principles with all their implications and to initiate them to the procedure and technique to be followed uniformly in all the States. Accordingly, for the benefit of the State Special Officers, a Central Seminar was arranged at Delhi with provision for a pilot survey of the Meerut district, in Uttar Pradesh.

Necessary papers giving a broad idea of the nature of the work and how it was proposed to be carried out were also sent in advance to these officers for their preliminary study. Copies of the papers were also sent to the Directors of Education and Education Secretaries earlier inviting their suggestions, if any. The State Special Officers were requested to get themselves acquainted in general with the various problems connected with the survey so that they could get their doubts and difficulties, if any, resolved at the seminar.

Shri J. P. Naik, whose note had initiated this national project, was invited to direct the seminar with the assistance of the Officer on Special Duty for the Survey. He very kindly agreed to do so and the seminarists had the benefit of his experience and insight in the problem for the whole period of the seminar which lasted from the 28th of January to the 15th of February, 1957.

Dr. K. L. Shrimali, the then Deputy Minister of Education, inaugurated the seminar on the first day and after impressing on the officers the importance and significance of this unique national project and the important part it was to play in the educational planning in the future, he exhorted them to carry out the great task assigned to them with the accuracy, exactitude and sincerity, the type of work demanded. Shri K. G. Saiyidain, Education Secretary addressed them on the subject at a later date and enthused them to complete the survey work successfully. The seminarists had also the benefit of meeting Shri L. R. Sethi, the then Joint Secretary and Dr. P. D. Shukla, Deputy Educational Adviser in the Ministry of Education.

Shri S. N. Nanda, the Officer from Jammu & Kashmir, joined the first session of the seminar a couple of days late and Shri S. C. Panda, the Officer from Orissa, could join only when others had started the pilot survey in groups in the *tehsils*. From Rajasthan, Shri Verma, the Director of Economics and Statistics, attended only the sessions at Delhi while Shri S. C. Mathur, who was to assist him, attended throughout. Shri Sehgal, another officer from Rajasthan also joined one of the pilot survey groups working at the *tehsil* for a few days. From Uttar Pradesh, one assistant and two clerks also accompanied their officer at the pilot survey to have a first-hand experience of the work so that it might stand them in good stead in carrying out the work in Uttar Pradesh. The Officer from Delhi did not, however, participate in the pilot survey work at Meerut on the plea that his area was mostly urban.

2. *The Achievement in the Central Seminar.*—The first three days of the seminar were devoted to explaining the objectives of the survey, the sources of information and the various approaches to the work, and the need of collecting data in a particular manner. The seminarists then moved to Meerut on 31st January, 1957 and there they were initiated to the general procedure of identification and enumeration of habitations—villages and hamlets—locating them on the maps, conducting meetings of the teachers and *patwaris* and finally planning out school areas and completing the various registers necessary for the purpose.

In the Pilot project, the State Survey Officers under the guidance of the Director of the Seminar, Shri J. P. Naik, and the Officer on Special Duty, Dr. B. B. Samant, got the experience of filling in the forms, completing the maps and preparing the necessary registers and tables for the Meerut *Tehsil*. They were then grouped in batches of three or four and five batches were sent to separate *tehsil* headquarters, arrangements being made in advance for the teachers, *patwaris*, *tehsildars* and the officers of the Education Department meeting them there. There they got first-hand experience of meeting the village officers and the teachers and of obtaining and scrutinising the requisite data from them and using their ingenuity in shifting and examining critically the material that was collected and then in preparing the required documents from the same. Here again, to guide them in their work, the Director and the Officer on Special Duty visited these centres, guided them in their work and solved their difficulties on the spot.

On their return from the pilot survey to Delhi on the 12th February, 1957, the members again assembled for discussing their experience and for further guidance in regard to the preparation of some of the forms, tables, etc.

They were given the necessary guidance in estimating the expenditure for the survey in the States and also in regard to the general administrative set-up that was required in the States and a tentative time-schedule for completing the work was chalked out by taking them into confidence and they were requested to try their best to adhere to the time schedule.

The seminar helped not only in initiating the survey officers to the spirit and nature of the work and introducing them to the uniform procedural details and techniques but helped also a great deal more in creating the proper background and understanding and enthusiasm in them to carry out a project of this kind to its successful completion as early as possible. They could appreciate, as a result of this pilot survey, the imperative need of following a certain technique with judicious discretion and insight. They could get an understanding of the targets and principles laid down and the reasons behind the same.

The seminar also helped a great deal in having some idea of the conditions obtaining in the different States and therefore of the adjustments and adaptations necessary in the general procedures first envisaged and thus in finalising the details of the procedures after their return to their respective States and cyclostyled copies

thereof were posted to them immediately and thereafter a sufficient number of printed copies for their use as also of the District Officers. The enthusiasm and interest created in these few days stood in great stead throughout the strenuous work that followed. The officers returned to the States with a promise to do their best in the cause of this national work and the results now achieved show that they did keep their promise in spite of several unforeseen difficulties.

3. *Training of the District Survey Officers.*—As the survey in the country was to be carried out with the assistance of some officer at the district level, the State Survey Officers in their turn were requested to have a seminar-cum-pilot Survey more or less on the lines of the one that was held at the centre for their training, so that the district officers could be initiated fully in the practical work which they had to do, but before doing this, they were asked to complete certain preliminary arrangements so that the district officers would have complete practical experience exactly of the type of the work they were to do. The problem of training of the District Officers in the States was different from that of the State Officers though the former course was also called a seminar. The States Officers were expected to have certain background in regard to the administration of education and its problems and were to be responsible for the direction and guidance and supervision of the survey work in the districts while the District Officers were actually to carry out the work themselves or get it done through their assistants and hence it was inescapable that in the States seminar-cum-pilot Survey, the type of work the district officers were required to carry out should be complete in all its aspects. It was for this reason that the State Special Officers were particularly requested to see that, before the State Seminar was started, all preliminary arrangements were completed. Below are mentioned some of these.

4. *The State Seminar-cum-Pilot Survey.*—After completing all the preliminaries, the State Special Officers arranged a seminar-cum-pilot Survey at a suitable place in the district. They were requested to have it in a district representing, if possible, fairly good samples, of the different conditions that would be obtaining in the different regions of the State and not necessarily at the State's headquarters. The statement at page 36 would give an idea of the places where these seminars were held in the different States, their duration, the places and duration of the pilot survey. It will be seen that the State Seminar was held at the State headquarters only in Andhra Pradesh, Jammu & Kashmir, Orissa, Rajasthan and Uttar Pradesh Bombay being comprised of Marathi and Gujarati districts, in order to give the district officers experience in the work in the language of their area, instead of one seminar, two seminars, one following the other, were held, that for the Marathi districts at Nasik and for the Gujarati districts at Surat. The seminar in Assam was held at Nowgong, in Bihar at Bhagalpur, in Madhya Pradesh at Dewan, in Mysore at Hassan, in Punjab at Jullundur, in Madras at Chingleput, all being district headquarters. In Kerala it was held at Irinjala kuda, a small town in Trichur district. In Uttar Pradesh, after the main seminar at Allahabad was over, for the benefit of the district officers of the hilly areas, another short seminar was held at

The Seminars-cum-Pilot Survey for Training Seminars for the training of the District Survey Officers

States	Seminar				Pilot Survey				
	Places	Duration			Place	Area	Duration		
		From	To	Days			From	To	Days
Andhra Pradesh . . .	Hyderabad . . .	11-4-57	23-4-57	13	Warangal . . .	A Taluk . . .	15-4-57	21-4-57	7
Assam	Nowgong	12-6-57	27-6-57	15	Nowgong	4 Thanas	14-6-57	24-6-57	11
Bihar	Bhagalpur	29-4-57	13-5-57	15	Bhagalpur	A District	4-5-57	12-5-57	9
Bombay	(a) Nasik	17-4-57	30-4-57	14	Nasik	A District	20-4-57	29-4-57	10
	(b) Surat	2-5-57	15-5-57	14	Surat	A District	4-5-57	12-5-57	9
Jammu & Kashmir	Srinagar	3-7-57	12-7-57	10	Badgaum	A Tahsil	10-7-57	12-7-57	3
Kerala	Irrinjalakuda	20-7-57	7-8-57	19	Trichur	A District	21-7-57	7-8-57	18
Madhya Pradesh	Dewas	26-12-57	7-1-58	13	Dewas Sehore & Hushangabad (15 Tahsils)	3 District	28-12-57	3-1-57	7
Madras	Chingleput	15-4-57	2-5-57	18	Chingleput	A District (5 Talukas)	24-4-57	29-4-57	6
Mysore	Hassan	7-6-57	24-6-57	17	Hassan	A District	9-6-57	20-6-57	12
Orissa	Cuttack	23-11-57	16-12-57	24	Cuttack	5 Thanas	4-12-57	12-12-57	9
Punjab	Jullunder	18-4-57	12-5-57	25	Jullundar	A District	28-4-57	13-5-57	16
Rajasthan	Jaipur	6-5-57	16-5-57	11	Jaipur	5 Tahsil	10-5-57	15-5-57	6
Uttar Pradesh	Allahabad, Nainital	3-5-57	21-5-57	19	Allahabad	A District	8-5-57	19-5-57	12
Himachal Pradesh	Nahan & Solon	11-11-57	27-11-57	17	Muken (Sirmur) Bhali (Chamba)	2 Tahsils	16-4-57	24-11-57	9
Manipur	Thoubal	1-8-57	10-8-57	10	Thoumbal	1 Tahsil	3-8-57	10-8-57	6
Tripura	Khayarpur	16-4-57	23-4-57	8	Khayarpur	3 Anchals . . . . .	..	..	..

Naini Tal. The Himachal Pradesh seminar was held for a few days at Nahan and then at Solan, that in Manipur at Thoubal and the Tripura one at Khayarpur.

According to the time-schedule, the States Special Officers were requested to finish the preliminaries quickly by the end of March at the latest, thus allowing a period of one month and a half and to have the States Seminar as early as possible in the month of April and in any case to complete the work of training the district officers before the end of April, 1957.

5. *Time and Duration of the State Seminars.*—The first to begin the seminar was Andhra Pradesh at Hyderabad from the 11th April to the 23rd April, for 13 days. Then followed that in Madras at Chingleput, from the 15th April to 2nd May, 1957 for 18 days. The Tripura seminar was held at Khayarpur from 16th April to the 23rd April for 8 days. This was followed closely by Bombay's first seminar for the Marathi districts at Nasik from 17th April to the 30th of April for 14 days. The Punjab seminar, which lasted for 25 days, began on the 18th April and the Bihar one at Bhagalpur started on the 29th of April and continued for 15 days. Then came Bombay's second seminar at Surat for the Gujarati districts from the 2nd May again for 14 days. The Uttar Pradesh seminar at Allahabad started on the 3rd May for 19 days up to 21st May. The seminar in Rajasthan began at Jaipur on the 6th May and ended on the 16th May after 11 days' session and that in Mysore, held at Hassan, started on the 7th June and ended on the 24th June after a session of 18 days. The seminar in Jammu & Kashmir was held at Srinagar from the 3rd July to 12th July for 10 days followed by the seminar in Kerala held at Irinjalakuda from the 28th July to the 7th August. The Manipur seminar at Thoubal started on the 1st August for a 10 days' session. Then followed a period of lull for about 3 months until the Himachal Pradesh seminar at Nahan was started on the 11th November and continued up to the 27th November, 1957. Then came the Orissa seminar held at Cuttack from the 23rd November to the 16th December running over a period of 24 days and last came that in Madhya Pradesh held at Dewas from the 26th December 1957 to 7th January 1958 for 13 days.

It will be seen from the above that the seminars that were expected to be over in all the States before the end of April 1957, got stretched beyond all imagination up to January of the following year, entailing in their turn, substantial consequential delays in the compilation of the *tehsil* and district documents and preparation of the district and state reports, thereby upsetting the time-schedule entirely.

The duration of the seminars also, as will be seen from the above, varied considerably. The seminar at Tripura was the shortest, having taken only 8 days, while the Jammu & Kashmir seminar took 10 days and Rajasthan 11 days. The seminars in Andhra Pradesh and Madhya Pradesh took 13 days each. Both the seminars in Bombay were of 15 days each. In Himachal Pradesh and Mysore, the seminars took 17 days each, in Madras 18 days, in Kerala and Uttar Pradesh 19 days each, while in Orissa it took 24 days and in Punjab 25 days. The length of the seminar depended on various factors and in some cases on the number of *tehsils* the State Officers desired to

cover in the pilot survey. Those who attempted to complete in a shorter time had to make up manifold later; on the other hand, too long periods also seemed unnecessary. Experience proved that a period of about a fortnight, suggested by the Survey Unit in the Ministry, was quite adequate for this work.

6. *The Working of State Seminars.*—In order to be able to concentrate more on the work, they generally refrained from any propaganda and avoided all undue publicity both regarding the State seminar and the field work that followed. In order, however, to give the necessary proper orientation and stimulus to the colossal work that was to follow, wherever possible, the Education Minister or the Director of Education or other high officials inaugurated these seminars and where that was not possible, they associated themselves with the work during the course of the seminar and impressed on the participants the importance of this great national project and the necessity of its successful completion within as short a time as possible. This has its expected result.

In Rajasthan, the Chief Minister, Shri Mohanlal Sukhadia inaugurated the State Seminar. The Education Secretary, Shri Bhandari, and Officer on Special Duty, Ministry of Education also addressed the seminarists on that occasion. In Andhra Pradesh, the then education Minister, Shri Pattabhi Rama Rao inaugurated the State Seminar. Shri D. S. Reddy, the then Director of Public Instruction, presided over the function. In Bombay, the seminarists from the Gujarati districts at Surat had the pleasure of meeting the Education Minister, Shri N. K. Desai, while those from the Marathi districts assembled at Nasik were met by the Deputy Minister, Smt. Nirmala Raje Bhonsle. In Bihar, Shri K. Abraham, the Education Secretary, addressed the concluding session of the seminar. In Assam, Dr. H. C. Bhuyan, the Director of Public Instruction, inaugurated the seminar and the Deputy Commissioner for Nowgong presided. In Kerala, the seminar was inaugurated by the then Director of Public Instruction, Shri C. S. Venkiteswaran and in Madras by Shri N. D. Sunderavadivelu, the Director of Public Instruction, Madras. In Jammu & Kashmir, the then Director, Shri Kazimi and the present Director (then Deputy Director) Shri G. A. Mukhtar addressed the seminarists. In Uttar Pradesh, the then Additional Director, Shri Raja Roy Singh directed the seminar for most of the period. In Punjab, it was inaugurated by the then Deputy Director, Shri S. N. Sehgal. In Tripura, the seminar was inaugurated by Shri I. K. Roy, Deputy Director of Education and the Director, Shri G. N. Chatterjee, addressed the seminarists at the closing function. In Mysore, the then Director of Public Instruction, Shri Krishnan presided over the inauguration of the seminar by the Officer on Special Duty. The seminar in Madhya Pradesh was also inaugurated by the Officer on Special Duty, Ministry of Education.

At most of these seminars, officers of other Departments were invited. This was more in order to acquaint them with the type of work that was being initiated and particularly to enlist their co-operation from their subordinate officers. In good many States, the Educational Inspectors, the Deputy Directors and others were also

required to attend the seminar in order to acquaint them with the Survey techniques, so that they could be of use in guiding and supervising the work in their areas.

As in the case of the Central Seminar, in the State Seminars also the first two or three days were generally devoted, to the study of the Notes for Guidance of the Survey Officers sent by the Survey Unit in the Ministry and in understanding the procedural details. After this initial theoretical training, the pilot survey of a selected small area was undertaken jointly where the State Survey Officer mainly carried out the survey and the district officers participated. After this demonstration, the District Officers were, in groups or singly, required to carry out the survey of a unit area. The facts and figures collected were then tabulated and experience in writing the survey report of the *tehsil* was also given. On their return from the pilot survey, the officers again discussed the various points with reference to concrete cases and got their doubts and difficulties resolved. During the seminar, the work generally continued from morning to evening and sometimes till midnight.

7. Direction at the Seminars by the Officer on Special Duty.--

The inauguration of the two seminars by the Officer on Special Duty was just accidental. He attended practically all the seminars, at one stage or another and directed the proceedings. This enabled him not only to come in personal contact with the district survey staff and their associates and the other higher officials concerned but to bring home to the survey officers the nature and importance of the work, the part they were fortunate enough in playing in collecting, collating and presenting in an organised manner valuable material that was to assist in the formulation of the educational policies and programmes in the States. They were also fully apprised of the difficulties they were likely to face, the moments of despondency they may have due to the nature of the work undertaken and how and why in spite of these, once having accepted the responsibility, and having been initiated to it in the seminar, they were in duty bound to see that the survey was completed to their satisfaction. It is a matter of pride for the survey project that at all the places the Officer on Special Duty was promised by the State and District Survey Officers unstinted, sincere effort to carry this project to its successful completion, whatever the difficulties. Experience has shown that in spite of various foreseen and unforeseen difficulties and handicaps, they stood by their promise and assisted in the satisfactory completion of this colossal survey.

The Officer on Special Duty actually conducted the seminar during his stay there in the States of Andhra Pradesh, Jammu & Kashmir, Kerala, Madhya Pradesh, Mysore, Punjab, Rajasthan and Himachal Pradesh. In Delhi, there was no seminar as such and he could not attend the seminars in Manipur and Tripura as no advance intimation was received. He generally stayed for two full days at each of the seminars and the work started early morning and continued till about midnight. It is to the credit of these officers that they most willingly participated in the work from early morning to late midnight with only short breaks for tea and meals. In Madhya Pradesh the Officer on Special Duty stayed for three days and in Jammu & Kashmir for four days as the State authorities

wanted him to conduct the seminar for the entire period. In Kerala, as the State Special Officer had not had the benefit of the training at the Central Seminar, the Officer on Special Duty had to stay there for about six days for initiating him as also the District Officers in the techniques of the survey and also in conducting the pilot survey.

As a result of these visits, the special features, if any, in the different States and their special problems could be studied, their doubts answered and difficulties resolved. Contacting high officials of the State enabled the clearing off of the bottlenecks in several respects. These personal contacts with the officers also helped a great deal later. Incidentally, this enabled the Officer on Special Duty to get himself acquainted with the way in which the work was proceeding in each State and the type of difficulties they were likely to meet.

8. The Seminar initiated the State and District Survey Officers to this research project. This was immediately followed by a self-contained note entitled "Suggestions for the Guidance of the State Special Officers", highlighting, for the information of the Education Secretaries and Directors also, the salient points on which their attention was solicited, such as sanctioning of the posts, selecting and appointing the incumbents, if not already done. The State Survey Officers were requested to go ahead with all the preliminaries for the field work and collect, in the meanwhile, all relevant useful literature that might be available. Detailed Notes for Guidance of the Survey Officers" incorporating the targets and principles and procedure as finally approved by the Ministry were also immediately sent for the use of the State and District Officers with a request to complete the survey work according to the time schedule chalked out in consultation with them. In spite of all efforts, the time schedule was upset due to various difficulties, which are mentioned in the next chapter.

CHAPTER 6

The Programme of Work and the Difficulties

1. *The Reference Date of the Data.*—For evident reasons, the data to be collected had to be with reference to a uniform pre-fixed suitable date in all the States. As the State Seminars were first expected to be completed before the end of April, 1957, and the field-work to begin soon after, 31st of March, 1957, which was found to be convenient and useful in various ways, was fixed as a date with reference to which all the data were to be collected. The number of schools, pupils, territorial limits of the districts, the number of habitations—in short everything except the population of the habitations, has been with reference to the 31st of March, 1957, in this survey. As regards the population figures, there was no other alternative except accepting the 1951 Census figures to avoid the possibility of vitiating the data by speculation and even ulterior motives. Barring a few cases of considerable change in population due to influx or exodus, in other cases, the margin of error in estimating the 1957 population or of any other year for that matter, from the 1951 Census figures on the basis of vital statistics was considered to be insignificant as far as the purpose in view was concerned.

2. *The Stages of Work.*—(a) *The Preliminaries.*—To start with all the preliminaries, such as obtaining sanction, selecting and appointing the staff, establishing the survey offices in the districts, procuring all the necessary available literature and getting the instructions and forms translated and printed in the local regional languages and ensuring the cooperation of all the departments, had to be completed before the seminar for training the district survey officers and other assistants.

(b) *The Seminar-cum-Pilot Survey.*—Then came the State Seminar where the District Survey Officers and the statisticians and other assistants were initiated to the survey technique and procedures. Pilot Survey, designed to gain practical experience in the field, formed as integral part of the seminar.

(c) *Preparation of the Maps.*—As maps formed an important document in the survey, large scale maps of the areas to the scale of one inch per mile had to be kept ready. The topographical maps prepared by the Survey of India were to be used and where they were not available, accurate maps were to be got prepared from reliable data such as the revenue maps, the police *thana* maps, forest maps, the village or *Sajra* maps, etc.

(d) *Preparation in the District.*—As in the case of State Officers, the District Officers also, in their turn, had to attend to certain preliminaries before they could start with the field work. Contacting the local officers concerned, chalking out the programme of work in further detail, distributing the Teachers' and *Patwaris'* Cards through proper agencies, fixing the date and time and the agency for their return, fixing the dates and places of teachers and *patwaris'* meetings in consultation particularly with the *Tehsildars* and the District Educational Inspector.

(e) *The Teachers' and Patwaris' Meetings.*—For finalising the facts and figures required for filling in the Habitation Register and reconciling the mutual discrepancies, if any, in the information available from the different sources and in identifying and enumerating the villages and particularly their hamlets, the teachers and *patwaris* had to be called together in a meeting at a central place convenient to all. The revenue unit of *tehsil* was generally adopted for this purpose but in some cases the meetings were arranged for smaller units, such as the *Anchal*, block, *thana* or the *Firkass* as was convenient. Care was to be taken to see that the teachers and *patwaris* were not required to walk long distances. Generally the meetings were arranged on market days, pay days or some other days when the *Patwaris* and/or teachers were expected to assemble at the place for their own work.

At these meetings, the cards filled in by teachers and *Patwaris* were first to be scrutinised, if not done in advance, the habitations had to be identified on the maps and properly recorded in the Habitation Registers along with information regarding the educational facilities. In a few cases the meetings for the teachers and *patwaris* were held separately to suit local needs. Besides the teachers and *patwaris*, village and *tehsil* officers of other departments also participated in these meetings and assisted in making the information as complete and up-to-date as possible.

(f) *Preparation of the Registers.*—The various registers, *viz.*, the Habitation Registers, the Slab Registers etc. had to be first prepared, the existing location of schools got marked properly on the maps and their school areas determined, delimited and recorded both on the maps and the School Area Registers. From these, the lists of proposed schools at the primary, middle and high school stages and of habitations remaining without educational facilities even after planning were to be prepared. All these were, as far as possible, to be completed after the *tehsil* meeting before proceeding for the next meeting, so that doubts and difficulties, if any, could be got resolved in consultation with local officers and where necessary, information could be obtained by personal visits to the place or deputed someone there. Where this could not be completed in the few days in between the two successive meetings, it had of course to be postponed to a later date. Whatever data were collected and registers and maps completed were to be despatched to the State Survey Officer immediately for his scrutiny, so that scrutiny of the registers could start simultaneously. The district officers were expected to write a short *tehsil* report for the information of the State Survey Officer and also complete the *tehsil* tables, to the extent possible.

(g) *Preparation and Scrutiny of the District Tables.*—After the completion of the field work in the district, the district tables in the prescribed proformas were to be prepared and along with all the registers and maps and a draft district report, they were to be submitted to the State Survey Officer for his scrutiny. In some cases, the registers, maps and tables were first scrutinised and after that the draft district reports prepared. Information, in other forms, regarding the enrolment of pupils in rural and urban areas and all

other useful facts and figures were also to be compiled and incorporated in the reports. After scrutiny by the State Survey Officers, they were to be submitted to the Officer on Special Duty in the Ministry for his observations so that, after incorporating the suggestions made, they could be finalised.

(h) *Fair Copies of Maps, Registers and Reports.*—Fair copies of the maps, registers and the district reports were then to be prepared for the use of the Inspectorate, the Directorate and a copy of the same was to be sent for record in the Education Ministry.

(i) *The State Tables and Report.*—As soon as the district tables and reports were completed, the State tables had to be compiled and the State Report incorporating all the salient features in the District Reports and Tables had to be drafted in consultation with the Director of Education or Director of Public Instruction and the draft along with the State Tables submitted to the Officer on Special Duty for his observations and comments, if any, so that in their light, the tables could be corrected and the report finalised and then got printed. To facilitate checking, the State Officers were requested to send the District and State Tables in advance to the Survey Unit in the Ministry. The district reports and State tables were, in some cases, checked by the Officer on Special Duty during his tour of the States.

(j) *The All-India Tables and Report.*—From the data available from the District and State Tables and Reports, the all-India Tables and Report were to be compiled.

The successive stages of the Survey work being thus interdependent, it was necessary that in all the States the work began quickly and followed a pre-chalked-out time schedule.

3. *The Tentative Time-Schedule.*—In view of the importance and urgency of the problem, it was also necessary to fix a time schedule in consultation with the State Special Officers after taking all aspects into consideration and to strive to adhere to it as best as possible. The imperative need of making the valuable data, that was to be collected, for the first time, available to the States in time to assist them in the planning of their educational policies and programmes for the future—not only for the Third Five Year Plan but even for the remaining years of the Second Plan period, prompted chalking out, what may be considered as a somewhat tight—or even accused of being ambitious—tentative time schedule, in consultation with the State Survey Officers at the Central Seminar.

According to the tentative time schedule drawn up, all preliminaries and preparations for the State Seminar, including the appointment of the District Officers and their staff were to be completed before the 31st of March, 1957, thus allowing them a clear month and a half for this, as the Central Seminar was over on the 15th of February, 1957. The State Seminar was to be held at any convenient time in the month of April and in any case was to be completed before the end of April, 1957, and the field work was to be started latest by the 1st of May, 1957 and to be completed by

about the end of July, 1957. In areas of heavy rainfall, it was suggested that the preliminaries may be completed quickly and the field work completed before the onset of heavy rains. The district tables were to be then compiled and district reports got prepared and checked, and the whole work so adjusted that the State report would be ready by the end of November, 1957. This was entirely upset from the beginning by delays and difficulties.

It was desirable to strive to complete the compilation before any part of the data so laboriously collected by the district officers tended to become out of date. Moreover, the stress and strain involved in the work was expected to be such, and experience confirmed it, that there was no alternative except to strive hard to complete the whole work as quickly as possible before the initial interest, enthusiasm and tempo showed any signs of wanting. In projects of this magnitude, both in their extent and details, difficulties of a varied nature would be inescapable. In the case of foreseen ones the Survey Officers were already alerted and addressed but there were not a few that could not be foreseen. All this considerably upset the somewhat tight time schedule drawn up in the beginning.

4. *The Delays and Difficulties.*—Detailed instructions were given to the Survey Officers during the Central Seminar regarding the bottlenecks expected and the difficulties foreseen and these were followed up by fairly detailed “General Instructions for the Guidance of the State Survey Officers”, copies of which were endorsed to the Education Secretaries and Directors for necessary action on their part. In spite of all these, a number of foreseen and unforeseen difficulties did arise from beginning to end upsetting the tentative time schedule completely. The field work instead of starting in April, 1957 in all States and territories, in some places, actually started in the summer of 1958 and went on practically till the end of 1958. The tables and reports from some of these as also some other places were not in hand even in the first week of January, 1959.

The periods for which the various posts were originally sanctioned had, therefore, to be got extended time and again and delays in these and in some cases consequent halt in work caused further difficulties in completing the project quickly.

In the first place, with the General Elections ahead, assistance from the village officers and the teachers could not be expected if the time of the field work or the Seminar synchronised with the elections in the States. The State Survey Officers were, therefore requested to utilise the available time in attending to all possible preparations in advance for the State Seminar and the field-work that was to follow and also to collect and tabulate the necessary data already available in the offices of the Educational Inspectors, so as to compensate for the loss of time. However, as sanctions took long, little could be done.

5. *Difficulties Regarding Staff.*—A probable difficulty already envisaged and for which due precautions were taken was the bottleneck of administrative procedures in sanctioning, selecting, and appointing suitably qualified staff to the various posts required for

the purpose. Attention of the officers concerned was, therefore, pointedly drawn to this even before the all-India Seminar was on, so that the moment the State Special Officers returned from the Central Seminar, the necessary staff could be available. This had its own effect and in a good many States the necessary procedural details were gone through quickly and the staff and the material necessary made available to the State Survey Officers in good time, but in some States there were considerable delays for one reason or another, in selection and appointment of the staff. In one case, the Survey Officer was appointed on the 30th of November, 1957.

Though the States were requested to see that only such persons as had the aptitude and necessary qualifications for this strenuous statistical work were appointed and having once been appointed, they should be continued in the post on a full time basis till the work was completed satisfactorily, these requirements were not necessarily adhered to, thus creating all possible difficulties and delays.

In some cases, officers were to attend to this work in addition to their normal duties. This being practically impossible, it considerably affected both the quality and quantity of work and much more time and energy had to be expended in bringing the material to a certain minimum requisite standard.

Some officers had not the requisite background or inclination for the type of work imposed on them and a few had no eye for accuracy and exactitude that was so very essential in the survey. The careless and slipshod filling in of the registers and maps, the inaccuracies in copying the figures and preparing the 'tallies' and 'frequency tables' necessitated the repetition of the job. Where, on the other hand, the work went on neatly, accurately and systematically with dogged respect for the technique and procedural details, it could be completed much more quickly.

Officers transferred in the middle or proceeding on leave also upset the work at some places. In one case, the State Officer himself proceeded on long leave and hence another officer, who could have of course no training in the Central Seminar, had to be appointed in his place later. Substitutes had similarly to be appointed in place of officers transferred or proceeding on leave. These being new to the job took time in getting acquainted with the survey procedures. In some places the supervisory staff was not available and as a result the whole pressure of work heavily fell on the State Survey Officer making it extremely difficult for him to attend to the multifarious aspects of the work simultaneously claiming his attention. In some cases, the district officers appointed did not join. In others, after some experience, they proceeded on leave. Some proved unfit and the State Officer himself had to request their transfer.

In some States, not only the sanction and appointment of the staff came up rather late and the work proceeded slowly, but the staff was reverted as soon as the original sanctioned period was over, notwithstanding the fact that even the field work was not over and the incomplete work could start only when the Survey unit in the

Ministry, on knowing the position, could move in the matter. In some cases, they were re-appointed and in others they had to complete it in addition to their normal duties.

6. *The Vacations.*—Where the field work was to start during the summer vacation, difficulties were experienced by some States in contacting the teachers and getting them together at the meeting with the necessary records. Some, in view of this foreseen difficulty, had planned with foresight and intimated the dates of the meeting and also got the forms filled in sufficiently in advance before the vacation began and some had made arrangements with the central school teachers or the local Assistant Deputy Educational Inspectors or sub-Inspectors.

7. *Summer, Rain and Winter.*—Touring in the scorching summer sun was a trouble in certain parts of the country. In others the dislocation of communications and transport facilities in the rural areas due to rain considerably upset the tour programme of the officers. Owing to dislocations of transport difficulties, some of the meetings had to be postponed as *Patwaris* and teachers could not attend them. This difficulty was particularly experienced in the Himalayan Districts of Bihar, Assam and the districts on the West Coast.

Winter also was a hindrance, particularly in Himachal Pradesh where the work was begun too late. During winter, a larger part of the territory remain snow-clad and hence the work was further delayed there. In Punjab, 18 villages could not be surveyed as they remained ice-blocked throughout.

8. *The Flu' Epidemic.*—The spreading of the flu' epidemic was also instrumental in upsetting the time schedule as schools were closed and some officers, teachers and *patwaris* could not attend the meetings due to illness. The flu' epidemic affected the work practically in all the States. In Bombay, however, the time scheduled was rigidly followed.

9. *Difficulties regarding the Maps.*—Large-scale maps were the pre-requisites for the field work and hence all conceivable precautions in this respect were taken. The technique of the index numbers in the topo-maps and the procedure to be followed in ordering maps of the restricted category were explained to the Survey Officers. The map sales offices were requested to give priority to the orders of maps for the survey. Notwithstanding all these, maps could not be secured by the Survey Officers quickly. Difficulty in obtaining the maps was felt in most of the States and particularly in Andhra Pradesh, Assam, Jammu and Kashmir, Kerala, Orissa and Uttar Pradesh. In some cases, they were not at all available while in some they were out of date. Where they were not available, there was no other alternative except getting them drawn either by draughtsmen or tracers in the Public Works or Revenue Department or by the local drawing teachers. In some cases, the Survey Officers, where they knew the art, helped themselves. Instructions in regard to the preparation of maps were given at the State Seminars

10. *Want of Cooperation.*—Though generally the survey enjoyed whole-hearted cooperation, from the Officers concerned, it was not always easy to get the cards filled in from all the village officers in good time before the meeting and particularly to get them all together at the meteing at the *Thana* or *tehsil* headquarters, with the village maps, though the higher authorities had issued instructions for prompt co-operation by all concerned in the survey work and informal contacts were made with the district and *tehsil* revenue and other officers. In some places the *Patwaris* were busy in land consolidation work, in some other places the threatened strike of the *Patwaris* synchronised with the field work of the survey. Wherever these difficulties could be anticipated in time and the State and District Survey Officers moved promptly and tactfully, the difficulty could be averted and the required cards collected in one way or another, but where this was not done, collection of information regarding the habitations took considerable time and labour. The *tehsildars* also assisted in some cases in supplying the required information. The difficulty in this regard was more marked in Andhra Pradesh, Madhya Pradesh, Madras and Uttar Pradesh.

11. *Other Difficulties.*—In Manipur, in the hills in some cases there were no Circle *Amins* and so the teachers had to walk 30 to 40 miles in rain along narrow foot-paths, cross rivers and collect the necessary information about the habitations. The *Lambus* and village elders who had travelled extensively also assisted in obtaining the necessary information and in the preparation of the maps.

Holding the meetings of the teachers, *Patwaris* and other local officers at scheduled places and times and to tour accordingly with all the necessary material from one centre to another in the scorching heat of summer or during heavy rains in difficult areas according to a pre-settled plan was not at all easy. These officers had sometimes to cover long distances on foot with their luggage. Touring was particularly difficult in Assam, in all the Himalayan districts of Bihar, Uttar Pradesh, Himachal Pradesh, Punjab and Jammu & Kashmir, in the districts of the Western Ghats and Vindhya & Satpura ranges and in the hilly or forest tracts in other States.

In Andhra Pradesh and Punjab, the field work was also held up for some time due to difficulties in obtaining stationery and in getting the forms printed in the local regional language quickly.

12. *The All-India Survey Report.*—These delays and difficulties at the State and district levels had their own repercussions on the work in the tiny Survey Unit in the Ministry. All-India tables could not be finalised till all the State Tables, duly reconciled, were in hand. The all-India report could be drafted only when the State Reports and tables were available and the all-India tables compiled and so, in order to be able to present the report early, the tables and report had to be briskly compiled in January, 1959.

Against this background, the provision for guidance, checking and supervision, described in the next chapter, could be more appreciated.

CHAPTER 7

Guidance and Supervision

1. *Practical Experience at the Central Seminar.*—At the Central Seminar-cum-Pilot Survey, the State Special Officers received the necessary initiation in this new type of work. It included detailed discussion and explanation on each item that formed the crux of the survey statistics and this was followed up by an actual Pilot Survey of a district with all the officers first carrying out survey of one *tehsil* jointly and then doing it in batches of three or four for the remaining *tehsils*. This gave them not only an idea of the nature of the work but also some practical experience in the type of work they were to do, both in its extensity and intensity as also some glimpse of the variety of problems that they were likely to meet with.

2. *General Instructions.*—During the Seminar, as already pointed out, they were given the necessary advice regarding the various administrative aspects of the survey. These were subsequently consolidated in the “General Instructions for the Guidance of the Survey Officers” and sent to them on the 23rd of February, 1957, with copies endorsed to the Education Secretaries, the Directors of Public Instructions or the Directors of Education. These instructions indicated the general scope of the survey and attempted to focus attention on items of administrative importance such as the time-schedule, the organisational set-up for the survey at the State headquarters and in the districts, the problem of obtaining the co-operation from other departments, preparation and conduct of the States Seminar, organisation, supervision and guidance of the field work in the districts, etc.

3. *Notes for Guidance.*—These were followed immediately by “Notes for Guidance of the Survey Officers”, cyclostyled copies of which were sent in advance to them early in March, 1957. These contained detailed instructions for the conduct of the survey along with a few preliminary hints for the preparation of the district tables and the district reports. A sufficient number of printed copies of these notes were then sent, as these were required to be given to the District Inspectors, District Survey Officers and others concerned with the work, for their guidance.

These were followed up by other suggestions and clarifications from time to time clearing doubts and solving difficulties as they arose. New problems did crop up from time to time due to the varying local conditions and peculiar circumstances as they came to the notice of the State special officers.

4. *Direction at the State Seminars.*—As the Central Seminar-cum-Pilot Survey formed just a preliminary initiation to the work, it was considered advisable by the Officer on Special Duty in the Ministry, and experience confirmed it, to pay a visit to each one of the State Seminars at some stage of it or another to explain the salient points pertaining to the technique of the survey and also to

impress on all concerned the importance of the work and enthuse them to complete it successfully with the accuracy, exactitude and speed that was necessary in this work.

The Officer on Special Duty not only attempted to cover all the State Seminars, but wherever possible, he stayed there for a couple of days and personally directed the Seminar during his stay there and tried to give them detailed instructions in the work with practical demonstration wherever possible. These sessions there used to start in the morning and continue till late at night with only short breaks. In a few cases, the Officer on Special Duty could also attend the meetings of the village officers and teachers and demonstrate to the District Officers how the information was to be obtained, sifted and collated.

5. *The Pilot Survey Reports.*—In order to have an idea of the field work in the Pilot Survey, the State Special Officers were requested to send a copy of the Survey report of the District of the Pilot Survey, together with all the relevant records for checking, so that it could be ensured that the technique evolved was being uniformly and correctly followed in all the States. This was also in order to study the special points, if any, that needed to be brought to the notice of all concerned in the light of the actual experience gained.

6. *Supervision of the Survey Work in the Districts.*—To ensure that the field work was proceeding on the lines of the instructions given, it was necessary for the State Survey Officers to keep a careful watch not only on the progress of work in each district but to study the material prepared. They were therefore asked to obtain reports after each meeting in the district from the District Survey Officers and also to scrutinise the registers, tables and maps, prepared to ensure that they were in conformity with instructions issued and bring the defects, if any, not only to the notice of the District Officers concerned but others as well so that similar mistakes may not recur. It was also necessary that the survey work in progress was personally supervised by them. To assist the State Survey Officer in this regard, as already pointed out, appointment of one supervisor per ten districts, with a minimum of one was suggested, so that the supervising officer could spend in all at least about a week in each district, at a stretch or preferably at some interval.

As the State Survey Officer came in close touch with the District Officers, it was possible for him to decide whether any District Officer needed special help or supervision and accordingly was in a position to arrange for supervision and guidance. The State Survey Officers were requested to visit every district at least once.

Besides the supervision and guidance by the State Survey Officer, the District Inspector of Schools, who was expected to be in overall charge of the survey, was to keep a general watch over the progress of the survey work, both at headquarters and during his tour. Similarly, as the State Survey Officer was to work directly under the Director of Education/Director of Public Instruction of the State, he and his deputies were to have a general supervision over the progress of the survey in the State.

7. *The Progress Reports.*—The Survey Officers were requested to send a copy of the time-schedule issued by them for the guidance of the District Officers and also to keep the Officer on Special Duty in touch periodically with the progress of the survey. The work, however, as pointed out earlier, progressed rather too slowly in the beginning. In order, therefore, to keep a watch over the progress of the field work in each district, the State Special Officers were requested to send fortnightly progress reports in the prescribed form from the 1st of August, 1957 regarding the progress in each *tehsil* whereby both the State Special Officers as well as the Officer on Special Duty in the Ministry could see at a glance how the work was progressing in each *tehsil*, whether the registers and maps were completed or not and if not at least the data collected at the meeting was registered and failing this, whether at least the teachers' and *patwaris*' meetings were held or not and even where this was not done whether at least the cards were distributed and received back or not duly filled in. On studying these reports, which were generally punctually received within three or four days of the fortnight completed, the pointed attention of all concerned was drawn to the bottlenecks. This helped gradually in speeding up the work.

8. *Checking of the First Tehsil Reports.*—The copies of the Pilot Survey report were not received in time from all State Special Officers, but even where they were received, being a piece of joint work of all the officers under the direct guidance of the State Special Officer, it could give but little idea as to how the work was proceeding in the districts and hence it was considered advisable to call for scrutiny the first *tehsil* report after it was scrutinised by the State Special Officer. This was to check at the initial stage and at first hand the work of the district officers in as many sample cases as possible in order first to ensure that the principles and targets were followed in the right spirit and the data were compiled according to the procedures and that they were properly scrutinised at the State level. The observations on these first checked *tehsil* reports not only helped the State Special Officers who in their turn issued instructions in the light of the observations to their district officers, but they gave the first real glimpse of the type of data that was becoming available from the field work.

9. *Guidance in Compiling Tables and Reports.*—As the earlier instructions for the guidance of the Survey Officers and the Notes for Guidance that followed dealt mainly with the administrative aspect and the field work respectively, and the part regarding compilation of the district and State tables and the preparation of the district and the State Reports was rather summarily dealt with in these Notes for Guidance, it was considered advisable to send fairly detailed instructions in this respect. "Points for Guidance in compilation of District and State Tables and for Preparation of the District and State Reports" were, therefore, sent in the first week of October, 1957 notwithstanding that these very points were, wherever possible, brought personally to the notice of the State Special Officer as also the District Survey Officers at the time of the Seminar. Subsequently, a copy of the draft district report from Mysore State incorporating corrections and suggestions made therein was also sent

by way of general guidance to all the State Special Officers. No rigid form for the preparation of the District and State Reports was laid down and each officer was left free to draft, in consultation with the authorities, his report in the manner thought best, provided of course all the main points indicated were encompassed.

The form of the fortnightly progress reports that were till then received was meant mainly for indicating the progress of the field-work in the districts and so it was modified in order to bring in it the new items of work that were then in hand of the State Special Officers such as the preparation of the tables, finalisation of the maps, preparation of the State Tables and State Reports, etc.

10. *Scrutiny of the District Reports and Tables.*—The State Special Officers were required to send drafts of the district reports and State tables and all the necessary basic material, viz. the School Area Registers and the maps, for scrutiny by the Officer on Special Duty in the Ministry of Education. It has proved extremely useful in studying critically the registers with reference to the maps and in checking whether the district tables were properly and correctly prepared. Discrepancies between the map and the School Area Register on the one hand, the register and the tables on the other as also the deviations from the principles and targets laid down and all other discrepancies, mistakes and deficiencies were in detail brought to the notice of the State Special Officers, with copies of the same endorsed to the Directors of Education/Directors of Public Instruction for information and necessary further action and the State Special Officers were requested to correct the mistakes and reconcile the discrepancies and modify the report wherever necessary, so that the Report would be a correct presentation of the facts and figures in the Registers, maps and the district tables and that the maps and the registers would come up at least to a certain general minimum standard. Though, as already stated, no rigid form was laid down for the District Reports and each State Officer was free to express the facts and figures obtained in the manner he considered best, gross defects, if any, in presentation as also points that were entirely out of place in such reports, were required to be weeded out.

In the beginning, the District Registers, maps and tables had to be scrutinised from cover to cover, but at a later stage the material improved considerably as the consequential instructions issued by the State Officers in their turn had their own effect on the district officers' work. In some cases, however, it became necessary to prepare specimen registers and tables for a few *Tehsils* and to send them to the State Survey Officers as specimen for guidance. In some cases, they personally came down to Delhi with the material and sought guidance in regard to the preparation of the registers, compilation of the tables and presenting the same in the form of a report.

11. *Scrutiny on the Spot.*—It was, however, noticed that in sending the material to and fro by post, apart from the large expenditure in postage, a lot of time was taken in transit. The Officer on Special Duty, therefore, paid a second visit to the States to check on the spot the district reports that remained to be checked. In the case of Uttar Pradesh, Bihar and Madhya Pradesh the statistician

in the Survey Unit accompanied him to assist in the work. In the other States, the Officer on Special Duty went alone. This second visit did not become possible to Orissa, Himachal Pradesh and Punjab. The trip to Madras had also to be cancelled at the eleventh hour as the State Survey Officer reported his inability to keep all the pending District Reports ready for scrutiny by the time the Officer on Special Duty was expected to reach there. In the case of Himachal Pradesh and Punjab, however, the State Special Officers themselves came down to Delhi with their statisticians and got the matter checked. In the case of all other States, the Officer on Special Duty visited the State and completed the scrutiny of as many of the remaining reports as possible on the spot.

It was, however, not possible to check the district and State tables and reports a second time to ensure that the district officers had actually taken action on all the observations made and carried out the corrections in all the documents. This had to be presumed.

12. *Checking of the State Tables.*—The State Tables which were compilations from the totals in the district tables were again checked and the mistakes got corrected and discrepancies reconciled.

The nature of the work was such and the State Special Officers also took to it with such an interest that even at a later stage if any discrepancy was noticed on a second or third reading in any of the *tehsil*, district or State tables or registers, it was immediately brought to the notice, notwithstanding the labour involved in changing in all the tables and making the other consequential changes in the central tendencies, percentages, etc. This was also, though to a small extent, responsible for the delay in getting the finalised figures from the States.

13. *The State Reports.*—On the draft State Reports that were received for scrutiny, detailed observations were again sent in the light of which these were to be revised by the State Special Officers. Copies of the observations were invariably endorsed to the Directors of Education/Directors of Public Instruction for their information and necessary action.

Attempts at guidance and checking were thus primarily made through the Seminar-cum-Pilot Survey in the States, the tours undertaken by the Officer on Special Duty and the State Special Officers and their supervisor, the checking of all the *tehsil* reports by the State Special Officer and some samples by the Officer on Special Duty, obtaining progress reports by the State Special Officer from the district officers and by the Officer on Special Duty from the State Officers and the instructions issued to them from time to time by the Officer on Special Duty and by them, in their turn, to their district officers and clarifications of doubts and resolving the difficulties. Besides these some of the State Survey Officers attended conferences of District Officers either to check the data collected or to compare notes or to plan properly the educational facilities on borders of districts. Such conferences of the District Survey Officers were held in Bihar, Bombay, Kerala, Madhya Pradesh, Madras and Mysore. In Andhra Pradesh, the State Special Officer addressed a conference of Educational Inspectors explaining to them certain aspects of the survey and requested their co-operation in the work. The Educational Inspectors wherever they were not themselves the Survey Officers

the Deputy Directors or Joint Directors and even higher officers of the education department assisted in this survey by exercising a general supervisory control over the work.

14. It will thus be seen that every effort was made at each stage and level to ensure that the survey was carried out in accordance with the principles set out, fresh checks and counter checks were applied at each stage so that whatever escaped the scrutiny at one stage could be detected at the higher stage. All this was accomplished within a period of hardly 18 months (from June 1957 to December, 1958) in spite of the difficulties, some of which have already been mentioned in the previous chapter, and with just the skeleton staff,—one Officer in each district, one for the State (assisted at the most by one or two supervisory assistants) and only one officer in the Ministry, as the critical study of the documents was looked upon as calling for mutual assistance in order to raise the standard of the achievement and not as a fault-finding business in a hierarchy. Most of the Officers had to work strenuously and continuously for hours on end daily with facts and figures. It is as a result of this strenuous work on the part of this small band of workers that has enabled the production of the voluminous data compiled in systematic Registers—the Habitation Register, the School Area Registers, the maps and the District and State Tables and other compilations. For the preparation of the basic documents among these,—the Habitation Register,—Identification of Habitations was first necessary. To this is devoted the next chapter.

CHAPTER 8

Identification of Habitations

1. *The Urban and Rural Areas.*—The first step in the educational survey was to identify and enumerate every distinct habitation throughout the country and to prepare a systematic register of urban and rural habitations. This necessitated, in the first instance, defining what a habitation means and distinguishing clearly between urban habitations—cities and towns—on the one hand and rural habitations—villages and their hamlets—on the other.

It is rather difficult to state precisely any universally accepted criteria for this purpose, though what constitutes urban and rural is generally clear, as the urban life presents a sharp contrast with the rural one. The difficulty, however, arises particularly in regard to the marginal cases, which are not few.

In rural areas density of population is low, life more individualistic and the population predominantly agricultural in occupation, while in urban areas, due to large agglomeration of population and high density, social life and the existence of a self-governing institution—a local authority, enables them to provide themselves with some amenities, including educational, which cannot ordinarily be available in rural areas. Notwithstanding all these, whether a place is to be treated as urban or rural is bound up with various historical, political and administrative considerations in the details of which it is needless and impossible to enter here. The classification of habitations into urban and rural areas was meant for knowing whether provision for education at the primary, middle and high school stages existed at a place or not and if not whether it was necessary and possible to provide it there. Hence for the present purpose, the classification in the 1951 Census Report, modified to the extent of subsequent changes such as a town losing its urban characteristics and becoming a rural area, though rarely happening, and rural areas developing into a town or town groups or an entirely new township coming into existence, was considered to be quite adequate and useful.

2. *Urban Areas—Cities and Towns.*—A town, according to Census, is an inhabited locality with a total population ordinarily of not less than 5,000 persons. Though this is generally the case, places with population less than 5,000 having urban characteristics are treated as urban. The decision in such marginal cases rests either with the State Governments or with the Census Superintendents. According to the 1951 Census, there were 611 towns with a population less than 5,000.

Normally, urban habitations with a population of one lakh and above are termed as cities. In some States, however, in conformity with the local legislation, a town with a population of 50,000 is also called a city. This is the case, for example, in Rajasthan.

3. *A Village.*—What is not urban is of course rural. The rural area is divided into 'revenue villages'. A village represents a parcel of land, the boundaries of which are defined and settled by revenue

survey or by Cadastral Survey, showing the extent of value and ownership of land for taxation. It may be, but need not always necessarily be, a single house cluster with a local name marking its distinctiveness. A village is variously known as *gaon*, *Khede* (absarastia), *Mouza*, *Palem*, *Kara* (in Travancore), *Keri* (in Mysore), *Proverthy* (in Cochin), *Amsom* (in Malabar), etc.

4. *A Habitation*.—The population in a revenue village is not generally scattered over the entire expanse of the land but is seen settled at one or more convenient places in more or less distinct house clusters. The rest of the land, and that forms the major portion, is not '*Gaathan*' but constitutes agricultural fields or waste land, plain or hilly. In view of the objectives, what the survey is concerned with is not the entire expanse of the revenue villages but the locations of the 'population centres' or the clusters of houses in them.

This varied distribution of rural population in different rural areas is a result of various known and unknown controlling and contributing factors—availability of water, comparatively more friendly climatic conditions, position of vantage from the point of easy access to the market or road, proximity to the fields owned, convenient or central location, need of staying on the fields or of staying in as large groups as possible for mutual assistance and particularly so in areas once infested. The number and size of habitations and the way in which they are scattered in the area depends on various known and unknown factors.

In some revenue villages, the entire population may be in a single compact habitation with a local name marking its distinctiveness as a residential locality the '*gaathan*' or '*gramsthan*' of that village, while in others it may be distributed in two or more habitations, the main village *gaathan* and its one or more 'hamlets'. In some villages, there may be no population at all—the '*Ghair-abad*' or '*Bechirag*' villages. In others the population may be almost evenly spread over practically the entire length and breadth of the revenue village, making it extremely difficult, if not impossible, to demarcate the different habitations from one another. In a few cases, though one or more clusters may be there, none of these may be known by the name of the village; the village name being a name only for the revenue village and not for any of the population centres—the main one or the hamlets—in it, though ordinarily the main habitation is known by the same name as that of the revenue village.

To give a concrete illustration, Nidura in Allahabad district has a population of 708 and is the name of the entire piece of land which has no population centre of that name. The entire population is confined in four house clusters, *viz.* Jawaharka Pura (158), Achka Pura (248), Chaura (147) and Maghelari (155).

The hamlets are generally not very big and also mostly lie not far away from the major habitation, the main population centre of the revenue village, though in some cases they were found to be quite big and at considerable distance from the main habitation. In a few cases the hamlets were bigger than the habitation going after the name of the village. These hamlets are variously named

in different places, for example, *Gaondhe*, *Pada*, *Wada*, *Wadi* or *Wad* in Bombay State, *Mazras* in Punjab and Uttar Pradesh, *Dhanis* in Rajasthan, *Dakala* and *Majra* in Mysore, *Padgai* in Travancore, *Poverthi* in Cochin and *Keri* in parts of Coorg, and Kanara etc.

5. *Continuous or Indistinguishable Habitations*.—Though normally in a village the population is found to be more or less clustered in one or more distinct population centres or habitations, there are a few areas, where the houses being almost evenly spread over almost the entire rural area, and it becomes difficult to distinguish or define the different habitations. The dwellings are almost contiguous both along the roadside or in the interior. In most parts of Kerala, for example, every farmstead is a separate unit by itself. It stands on a modest compound of its own separated from the neighbouring farmstead by a wall or fence. The whole countryside is thus formed of compounds in each of which stands a house. There is thus an almost endless chain of houses on all sides. In such cases clear-cut demarcation of habitations becomes a problem. Even in the topographical maps, no habitations are marked but the houses are shown by tiny dots and the name of the area is written across them. The same is the case in certain parts of Mysore State, viz. the North and South Kanara districts and certain parts of Shimoga. This was also the case in certain parts of Assam. In such cases, distinguishing and delimiting the territorial limits of one habitation from another was a problem. In some cases, because of some hilly areas, water system or waterlogged areas or land features, the habitations could be clearly distinguished as these topographical features have caused break in the continuity of the compound walls of houses. In some, though the houses were spread throughout, they were closer at the centre of the habitations and became sparse near their boundaries. This along with the local names for different areas could assist in identifying and delimiting the habitations. In some cases, however, one habitation almost imperceptibly ended in another. This was generally so along the roads, the river banks and also in valleys between ridges, where people living on wet cultivations had their houses in the lowlands, but even here greater density of houses could be noticed round about temples, churches, bazars and educational institutions. In the rest where nothing else was possible there was no other alternative except taking the school, and in its absence, any other suitable place such as the revenue office as a centre and delimiting certain suitable area around it as forming one habitation.

6. *Parts of a Habitation*.—A rural habitation—whether a village or a big hamlet, may have different names for its different parts such as *Bamanwada*, *Koshtiwada*, *Kumbharwada*, *Chamarwada*, *Khadiapole* *Vanipura*, etc. derived from the predominant community or occupation there but these, being contiguous parts of the same habitation, are not reckoned separately. In the case of *Harijanwadas*, however, as will be seen later, special enquiries were made. Isolated farm houses where farmers live during certain seasons, or may be in some cases throughout the year, were not to be separately identified or enumerated, the population being included in the main village or the hamlet. However, contiguous revenue villages, though they formed one combined or joint habitation, so to say, and in some cases even

the wall of one touched that of another, were considered as distinct habitations in order to maintain concord between the Census and the Survey enumeration.

7. *The House Cluster in Villages.*—It will thus be seen that a revenue village may have (a) only one habitation, (b) the main habitation and one or more small or big hamlets at varying distances from the main village, (c) continuous distribution of houses, and compound wall making demarcation of habitations very difficult, and (d) in a few cases no houses at all.

8. *Sources of Information.*—The Census Reports, as already stated, formed the basis for this work but they mentioned only the villages and not the hamlets and for purposes of provision of educational facilities, what mattered was the location of the habitations and not the revenue villages. In Andhra Pradesh, Assam, Madhya Pradesh and Uttar Pradesh, the census reports give only the number of hamlets, but even there the information is incomplete as all the hamlets are not enumerated and the names of those enumerated are not mentioned.

To obtain up-to-date reliable information regarding the habitations and their location, the basic data available from the Census records had to be revised and enlarged in the light of first hand information to be collected from the village officers—the *Patwaris*, *Lekhpal*s or *Talathis*, and the topographical and revenue maps.

To facilitate this, the District Survey Officers were, in the first place, required to prepare a tentative list of villages in each *tehsil*, *taluka* or *thana*, as the case may be, and after entering the name of the village, its population according to 1951 Census along with its Census number, name of the *taluka* and the district in the Village Information Card in Form C/(1) (specimen of which will be found in Appendix I) for the Village Revenue Officer, the *Patwari* and in form C/(2) for the Village School master, arrange for their quick distribution amongst and return from the persons concerned.

9. *Enlisting Co-operation and Preliminary Contacts.*—To enlist the co-operation of officers of other departments and particularly the Revenue Department, arrangements were made to get instructions issued by the Secretaries of the respective departments to their District Officers and the District Collectors in their turn wrote to *Tehsildars* to do the needful in the matter. The work was further facilitated by personal contacts at all levels. The District Survey Officer approached the Collectors as also the *Tehsildars* personally and acquainted them in detail with the nature of the work and the type of assistance that was expected from the Village Officers and the *Tehsildars*.

The State Survey Officers also, wherever necessary, carried out a hurried tour of the *taluka* and *tehsil* headquarters for obtaining personal knowledge of the conditions there, for meeting the local officers particularly the *Tehsildars* and explaining to them personally what preliminary arrangements would be expected and by what time they should be completed. The District Survey Officers were

to hold an informal meeting of the District Officers of other departments where the Educational Inspector of the district was to explain to the officers of the other Departments, the objectives of the Survey and the nature of co-operation expected from them and their subordinate officers in the district so that letters could be addressed either by them or by the Survey Officers to their subordinate officers at the *tehsil* headquarters, impressing upon them the importance and urgency of the work and its need and how on their active co-operation and wholehearted assistance the success of the work depended. The venue for the meetings as also the dates were fixed up usually on this occasion. In Bombay, a detailed schedule for all the meetings was drawn up centrally and this was circulated in advance to all the officers and that was rigidly followed except in one or two cases. In other places, though the meetings were generally fixed up in consultation with the officers concerned, at some places, they had to be postponed for one reason or another.

10. *The Village Information Cards*.—The requisite information regarding the villages and the educational facilities in them was collected from the *Patwaris* and the school masters in separate cards, specimens of which will be found in Appendix I. The cards passed on to the *Patwaris* and teachers were of course to be in the local regional language. To facilitate work, the Census serial number, name of the *tehsil*, district and village and the population according to 1951 Census were to be entered in advance on these by the Survey Officer before passing them on for distribution to the *Patwaris* and teachers. Though both contained information on a few common points, the card in Form C/(1) was designed to collect information mainly regarding the habitations, (the main village *gaonthan* and its hamlets) their population and mutual distances and only incidentally regarding the educational facilities while that for the school masters in form C/(2) was for obtaining information mainly on matters educational and other things only incidentally.

11. *The Village Information Card (For Village Officers)*.—The *Patwari* was in the first place required to indicate approximately the present population of the village, in case it had substantially increased or decreased since 1951 Census. Working on the general trends of the previous decade on increase of about 1.3% per annum was considered as normal and therefore a change by more than 15 to 20% over the 1951 figure was to be treated as substantial. In many villages, there are what are known as *Harijanwadadas*. These are not considered as separate hamlets and generally form part of the village *gaonthan*, but they sometimes lie far away from the *Gaonthan*—in some cases just on the outskirts of the village. In order to ensure that educational facilities to the Harijan children are not lost sight of, it was necessary to enquire whether the *Harijanwadadas*, if any, were sufficiently away from the main village and big enough, so that whether or not they were to be considered as separate habitations could be decided. The distance of the *Harijanwadadas* from the main village *gaonthan* as also its approximate population was to be recorded.

The most important point in the Village Information Card was the enquiry regarding the existence or otherwise of hamlets of the village and if there were any, to give details not only regarding

their names but also to indicate separately their population and distance in miles from the main village and obstructions, if any, between that hamlet and the main village. This was necessary in order to examine whether existing or proposed educational facilities in the main or adjoining village could be used by the hamlets. Against each hamlet, they had not only to state its population but also the number of families residing in each of them. Information regarding the number for families was just to facilitate indirect checking of the population figures. The average number of persons in a family in a given area can be known from the Census, only multiplying the number for families with this average a rough but automatic ready check could be exercised on the population figures that may be given. In cases where information to the satisfaction of the District Survey Officers was not obtained, it was incumbent on them to make an on-the-spot study either by personally visiting that place or by deputing somebody or by making enquiries from other officers.

The *Patwaris* were further required to state the number of Primary schools, Middle schools and High schools in the main village and also in the neighbouring hamlets and villages. Information regarding the villages on the borders, their direction and distance, and the obstructions, if any, between them were required to be mentioned. Lately, they were to draw a small sketch of the village showing the positions etc. of the different habitations.

12. *The Information Card (For Village School Masters).*—The card to be filled in by the headmaster of the village school obtained figures regarding the number of boys and girls at the primary and middle school stages as on the 31st of March, 1957, the total number of teachers—men and women—whether the school building was owned or rented or free, the total number of rooms and floor-space. It also indicated whether it was a boys' or girls' school, the management of the school and the number of standards for which instruction was available.

Very valuable information has been collected in these cards regarding the non-local boys and girls attending at the primary and the middle school stages from each of the neighbouring villages and hamlets, along with their distance and remarks, if any, giving reasons for their doing so and obstructions, if any, on the way. They were also required to indicate the approximate number of children of age 6-11 years and how many of them are enrolled in the school and the difficulties, if any, in their enrolment and regular attendance.

Just as the *Patwaris* were required to give information regarding schools, so the teachers in their turn were required to give information regarding the hamlets of the villages, their population and distance from the main village as also a sketch (map) of the village showing the hamlets and adjoining villages.

13. *Distribution and Collection of the Cards.*—The Village Information Card, with the five items duly filled in as stated above, were handed over by the District Survey Officers to each *Tehsildar* with the request to get them filled in by the *Patwaris* in their area. In consultation with them, the date for the meetings with the *Patwaris* and teachers in their respective areas for the scrutiny of these

cards was also, wherever possible, fixed up, and they were generally requested to get these cards returned in due time before the meeting, so that they could be studied and the points to be discussed at the time of the meeting could be noted in advance, thus facilitating the work at the time of the joint meeting of teachers and *Patwaris* at which the *Tehsildar* and the Educational Officer of the beat were also required to be present. In some cases, however, it was not possible to get the cards filled in before the meeting, while some Survey Officers did not find it possible to send round these cards in advance and therefore had to get them filled by the *Patwaris* at the time of the meeting itself. Sufficient extra copies of the cards were also supplied to the *Tehsildar* for the use of *Patwaris* in charge of the new villages created since the 1951 Census. Though this was generally the normal procedure, the State and District Survey Officers had to modify it according to the conditions obtaining locally so as to facilitate the quick collection of the data required.

In regard to the teachers, the problem was much easier generally as these cards in form C/(2) could be sent through the Central School teacher or the Assistant Deputy Educational Inspector or the Sub-Inspector of the beat as was convenient. As far as possible, sending the cards to the *Patwaris* or the teacher by post was avoided. In exceptional cases, they had also to be sent by post or even through special messengers.

The information collected through different sources was then to be properly scrutinised, the doubts got resolved and discrepancies reconciled after discussion in a meeting of teachers, *Patwaris* and other officers, so that the habitations could be properly enumerated in a Register of Habitations. This stage of work, including the preparation of maps, which formed an important part of the field work, is described in brief in the next chapters.

CHAPTER 9

The Maps

1. *The Place of Maps.*—Maps played a very important part in this survey in all its stages. The maps, along with the Census Reports, formed the very basic source material to work upon, in the first fundamental aspect of the survey, *viz.* identification and enumeration of the habitations—towns and villages and their hamlets that had so far fallen into oblivion. Identification of a habitation also implied its identification on a suitable map so as to present it in an integrated picture with reference to the adjoining habitations—also giving a correct idea of the walkable distance between them was very essential with reference to its position and topography, the ultimate object being the delimitation of school areas, identifying and locating each habitation.

A large-scale, detailed accurate map could and did prove useful in identifying habitations and filling in the gaps left in the material supplied by the Census Reports and the cards filled in by the teachers and *Patricaris*. This could be particularly so in regard to hamlets that found no mention in the Census. Newly formed habitations as also those that had changed their original locations had to be correctly located on the maps.

The maps along with the Census data and the Village Information Cards formed not only the starting point in identification of habitations but presented the data in a pictorial form for delimiting the school areas of the existing schools at the primary, middle and high school stages and for selecting the best location for the schools to be proposed and delimiting their school areas, after having a comprehensive view of the various factors involved such as the population of each of the habitations, the distance of the school habitations from other habitations, the transport facilities and obstructions, if any. Properly prepared maps could show at a glance all these essential factors. Besides forming the very basic source material and an authoritative instrument in delimiting the school areas of the existing and the proposed schools at the three school stages, the existing and resulting position after planning in regard to the educational facilities could be presented in a concrete visual picture, with just the essential details, by the map.

Maps, therefore, formed an integral part of the District Survey Report. They were to distinguish clearly (a) the habitations with a school or schools at the primary, middle and high school stages, (b) the adjoining habitations which could be treated as being served by them, (c) the school-less habitations where schools need to be opened, (d) the habitations to be served by them, and (e) the small lone habitations that would remain without educational facility, in spite of these efforts even after the proposed schools were started. Maps thus formed the source material, the guiding instrument and a pictorial representation of the results of the survey.

2. *Map Requirements.*—The basic or reference map had, of necessity, therefore to be such as to be useful in all these aspects. It had to be of course big enough to show distinctly all the details and particularly the habitations without any overcrowding. It was at the same time, not to be too unwidely to handle. The map on the scale of one inch per mile, showing the habitations, the roads, the water systems and broad topographical features and obstructions, if any, was considered more suitable and this scale was to be uniformly followed in all the districts in all the States. Above all, these maps had to be very accurate and authoritative and available for as large a part of the country as possible, if not for the whole. Clearly marked *tehsil* and district boundaries had to be shown and all unnecessary details had, as far as possible, to be avoided.

3. *The Survey of India Topographical Maps.*—The topographical maps of the Survey of India to the scale of one inch per mile were, after considering all available maps, found to be the most suitable ones as they were expected to be readily available for practically the whole of the country on sheets, each covering 15 minutes of latitude and 15 minutes of longitude. On an average, therefore each such sheet covered a total area of about 255 sq. miles, the size varying of course according to the change in the latitude. The topographical maps of the Survey of India show roads (with positions of mile stones), metalled and unmetalled, cart-tracks, foot-paths, bridges, streams, with tract in bed, dams, river banks, submerged rocks swamps, wells, tanks, embankments, railways and contours at an interval of 50 ft. form lines, cliffs, forests and wooded areas, boundaries of *tehsil*s, districts and States and boundaries of towns, villages and hamlets, both inhabited and deserted, towers, antiquities, forts, temples, *chhatris*, churches, mosques, *Idgahs*, post and telegraph offices, statues, circuit houses etc. and as such all the necessary information for the purpose of the survey is available in them.

4. *The Other Maps.*—The other maps available were the revenue maps and had to be used where the topographical maps were not available. There are revenue maps for the village such as the *Sajra* maps and there are revenue maps for a larger unit such as the *tehsil* or taluka. There are in some places, Police maps, *Thana* maps, Forest maps for forest areas and P.W.D. maps for the roads. There are various other maps including the geographical maps used in educational institutions.

As regards the revenue maps, though they are large-scale maps and every revenue village with its revenue boundary and all the plots of land with survey numbers are shown, these generally do not show the hamlets or house clusters which had to be considered in planning of schools. The *tehsil* revenue maps which are also large-scale maps may not necessarily show the exact location of the house clusters in the villages. These maps do show the boundaries of all the revenue villages but do not generally show the habitations—as to where and how exactly the different population centres in the

villages are located—whether the population is at one particular place or scattered in small hamlets or habitations or is evenly spread over the whole area or is at no place.

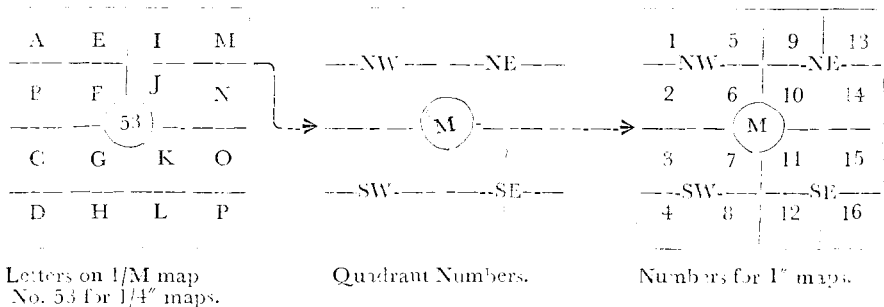
5. *Topographical Maps useful*.—A single revenue village, as already pointed out, may consist of one or more habitations, each of which needed to be considered separately in this survey. The revenue maps give the revenue survey numbers and indicate the different areas according to their revenue classification.

What is true, of the revenue maps is true of the Police *Thana* maps, in State where Police *Thana* is the administrative unit. The forest maps are only for forest areas. The other special maps such as the P.W.D. maps being drawn with special purpose were not of much use except in a few places where no other maps were available. The geographical maps are small scale maps and give little details regarding even bigger villages, much less of hamlets. The Survey of India topographical maps were thus found to be the most useful from all points of view and particularly because most of the habitations were shown on them. Where these were not available, the Revenue maps had to be used.

6. *The Size and Scale of Topo Maps*.—The Survey of India maps are, however, not drawn for any administrative unit such as the States, Districts or *Tehsils*, but they are prepared under the 'Maps of 1905' scheme under which the whole of southern Asia was demarcated into units for the purpose of Geographical Maps drawn on a 1/10,00,000 (1/M) and other smaller scale. The topographical maps on the scale of 1/4 inch to a mile, half an inch to a mile and one inch to a mile were also prepared and it is the last named that was considered useful for the present survey. These maps have been made to synchronise with the geographical series and therefore in the topographical series, each 1/M geographical map was divided into 16 one fourth inch maps and each 'one fourth inch' map has, in its turn, been further divided into four 'half-inch' maps and each 'half-inch' map, in its turn, has been divided into four 'one-inch' maps. It is these 'one-inch' maps that were useful for the present purpose, as every habitation could be distinctly indicated on them, except of course in the hilly areas and the distance from one habitation to another could be measured to the necessary degree of accuracy for the present survey.

This modern series of Survey of India maps adopts the true longitude of Madras, *viz.* 80 degrees, 14' and 54" east of Greenwich. According to this scheme, the whole of Asia is divided into squares numbered vertically. The index numbers for India under this plan are 40, 41, 43 to 49, 52-58, 62-66, 72-74, 78, 79 and 82-84. Each index number, that is each 1/M map covers four degrees of latitude and four degrees of longitude. As each 1/M map is divided into 16 parts, they are numbered seriatim, vertically as A, B, C, D.....O and P., each of these A, B, etc. maps are further divided into four quadrants, *viz.* NW, SW, NE, and SE, each of the quadrant is further

into four parts, i.e. the map with any letter is divided into 16 parts, numbering vertically, seriatim as 1, 2.....15 & 16. The scheme is shown diagrammatically below :



The map catalogue of the Survey of India gives a complete index to the scheme according to which the whole country is divided into these one inch, half inch and one fourth inch maps and by reference to it, it was possible to specify or name clearly the required maps for any district or State.

7. *Maps for the Unit Chosen.*—As the district would have become too large a unit for the map, as also for the statistical tables, in the first instance, the Habitation Registers and the School Area Registers were required to be prepared according to the sub-divisions of the district viz. *Tehsils* (in the Northern States) *Talukas* (in the Southern States) *Police Thanas* (in Assam and Orissa) and *Anchal-cum-Blocks* (in Bihar).

As the Survey of India maps, however, were not according to the revenue units, but according to degrees of latitudes and longitudes, the sheets, as they stood, could not show any complete revenue unit directly, but had either to be copied or pasted side by side so as to bring on one sheet the area covered by the sub-division of the district. The Survey of India maps to the scale of one inch for four miles were also useful for purposes of reference in regard to the district as a whole as a consolidated picture of the district could be had and the positions of the different *talukas vis-a-vis* their neighbouring areas could be seen.

8. *The Restricted Maps.*—Some of the Survey of India maps are classified as 'Restricted Maps' and there are definite instructions regarding restriction on their circulation, use etc. These maps are not ordinarily available to the public and even when ordered for official purposes by persons authorised to order them for the execution of their official duties, they are issued subject to the condition that the sheets would be treated as confidential and reasonable precaution would be taken to prevent their being lost and that no sheet would be produced in part or in whole either by photography or by any other means, and they are sold on the undertaking to return the sheets if called upon to do so and to report immediately the loss of any of the sheets. In view of these, in regard to the restricted maps, they could be used only for the purpose of reference and could not be used directly for the purpose in hand.

All maps on the state of 1/10,00,000 which include any part of India near the frontiers are restricted. Maps of Jammu & Kashmir State and certain areas of Kutch, Rajasthan, the Punjab, Himachal Pradesh, Uttar Pradesh, Bihar, Bengal and Assam, all come under the restricted category.

9. *Ordering the Maps.*—The Survey of India topo sheets, cost Re. 1/- per sheet for plain maps in black and brown and Rs. 2/- per map of coloured series and were available from the Director, Map Publications, Survey of India, Hathibarkala, Dehra Dun, Director, Eastern Circle, Survey of India, Shillong, Director, Eastern Circle Survey of India, 13 Wood Street, Calcutta-16, Director, Southern Circle, Survey of India, Bangalore and Incharge, Map Sales Section, Survey of India, Shahjahan Road, New Delhi. A few State Survey Officers collected them from the Map Sales Officer either personally or by deputing their assistants to select the proper maps and so could obtain them early, but in other cases, it took long to obtain them and not all could be had. For one reason or another, some Survey Officers did take some time to order the maps due to the formalities to be gone through. To add to the difficulties, the execution of the orders by the Map Sales Office also took a long time and as complaints were received from some States, the Surveyor General of India, Eastern Circle, was first requested towards the end of March, 1957 and again by the middle of June 1957 to ask the Sales Office to attend to the orders of the States for the maps for the survey promptly.

10. *Availability of the Topo Sheets.*—Apart from the delays in securing the maps quickly and the consequential delay in beginning the work, other major difficulties cropped up in regard to the maps. In the first place, the maps belonged to different periods from 1871 onwards. Some being very old, could not indicate the later developments such as the new habitations, changed location of habitations or the changes in the boundaries due to accessions, mergers, integration etc. in recent years. Besides, some were plain in one colour or in black and brown, while a few were only coloured. Not a few were restricted. This, in itself, created a lot of difficulty.

Moreover, actual experience showed that topographical maps of the Survey of India were not available for all the areas and those available were not all necessarily to the required scale of one inch per mile. Some were 'Half-Inch' or 'Quarter-Inch' maps. The whole district remained incomplete even if a single sheet was missing and preparation of the basic maps for the district could not be completed.

The toposheets were not available in Assam for the Garo Hills, Mizo Hills, Mikir Hills, North Cachar Hills and the Joiwai Thana of Khasi Jaintia Hills. In Andhra Pradesh, though indented quite early, the maps were not available before July, 1957 and even when received, copies were not adequate. In Jammu & Kashmir, again, the tops of all the areas were not available. Moreover, the administrative structure had changed considerably after the reorganization of 1952 and hence except for reference the copies were not of much

use, as they were old. In Madhya Pradesh, the topos of the required size were available for only 16 districts. For 11 districts, only 'Half inch' maps were available and for seven districts, a mixed lot of one inch and half-inch maps was available. In Mysore, topos were generally available, except for the districts of Bider, Gulburga and Raichur for which 'half-inch' maps were available. For the South Kanara district and Coorg, suitable maps were not available. In Orissa, maps were not available for the districts of Kalahandi, Koraput, Sundergarh and Fulbarni but for some of these areas small scale maps were available and they had to be used for reference. For Punjab, topos were available except for the Kulu Valley of the Kangra district and for Bhatinda *tehsil* for which 'half-inch' maps were available. Some of the maps were as old as 1905 and as substantial changes had since taken place in the boundaries, there were great difficulties. In Rajasthan, topos of the required scale were not mostly available. Some were restricted, but one-inch for four miles were generally available. In Uttar Pradesh, out of the 1,928 map sheets required 160 were restricted. Including these, in all 1,836 were available, leaving out only 92 sheets, but as a result of this out of 51 districts, only 29 districts could have complete sets. For Himachal Pradesh, hardly any unrestricted map was available and even the available restricted ones did not cover the entire portion. In Tripura, out of the 27 sheets required, only 10 could be had. In Madras, the topos were available for practically the whole of the State except Sriperumbatur and Chengleput *Taluq* of Chengleput district. The difficulty was thus experienced in practically all the States. The gaps, due to the missing sheets, had to be filled in in one way or another.

11. *The General Procedure in Preparing the Maps.*—For obtaining a complete *tehsil* or *taluka* area for the purpose of the survey from the topographical sheets, the following three ways were possible :

- (1) To cut the available unrestricted sheets along the boundary of the *taluka* or *tehsil* and to paste these pieces side by side to form the unit whole.
- (2) To trace the required portion from each of the sheets on a tracing paper in succession at the appropriate place and thus get on the tracing paper a complete tracing of the whole unit, the *tehsil* or the *taluka* or the *thana*, as the case may be, and then to take copies of the same.
- (3) To fold the parts of the sheets outside the map boundary and then after placing them side by side on a plain surface to trace on the tracing paper the entire *taluka* area, and then to take copies.

Theoretically speaking, if the map sheet could be cut with dexterity and accuracy and the pieces pasted on a plain sheet side by side, the first method would give the printed map of a *tehsil* but in this, apart from the difficulty in cutting, habitations outside the border of the *tehsil*, which also need to be considered in delimiting the school areas on the border, get excluded. The survey does not restrict the school areas at any school stage with the territorial limits of a revenue unit. Moreover, this procedure was out

the question for the restricted category of the maps. In view of this, the second or third alternative was found suitable. The possibility of merely pasting the whole sheets side by side and then marking on them the *Taluka* boundary was also possible as also the procedure of treating each sheet as a separate unit and giving a key to the whole area and numbering them suitably for the purpose. This last procedure was resorted to in Bombay State.

Wherever all the toposheets for the whole of the district or *tehsil* were available, the Survey Officers could use the maps either directly or by tracing it straightaway.

Where the maps of different scale were only available, there was no other alternative except enlarging the small-scale map to bring it in line with the large-scale one so that the gaps could be filled in, and copy of that particular sheet could be made to match with the rest and thus the gaps could be filled in.

12. *Drawing the Boundaries.*—Drawing correctly the *tehsil* or *taluka* and District boundaries, which had undergone several changes, time and again, due to accession, integration and transfers from one *tehsil* or district to another was not easy. Moreover, in some of the toposheets, the boundaries were very faint and in some cases were not quite distinguishable from the other lines shown on the maps. The difficulty was particularly felt in Jammu and Kashmir where the structure had considerably changed, as already stated, after the re-organization of 1952. There the maps had to be procured through the Director of Land Records as also from the Revenue Department and the information obtained from them was to be integrated with the information available from the topos. In Kerala also, information about the boundaries had to be obtained from the land records. In Mysore, the difficulty was more acutely felt in regard to the northern districts of Bijapur, Dharwar and Belgaum where the revenue maps and in the case of Dharwar the P.W.D. Road maps were found serviceable in this respect. In South Kanara, the revenue maps had to be used for finding the borders of each habitation due to the peculiar location of habitations and house clusters in those areas. In Coorg, as the revenue maps were also not available, the requisite copies had to be drawn with the assistance of the draughtsmen from the Office of the Deputy Commissioner at Mercara.

13. *Maps in Different States.*—The work of mapping, wherever it was resorted to, or was usually got completed through a trained departmental draughtsman or a tracer, and failing which, by a drawing teacher. There have been cases where the Survey Officers themselves drew the maps. The difficulties in different places were different and so were the methods in tackling them. A brief mention of these may not be out of place here.

In Andhra area of Andhra Pradesh, printed revenue maps were available with the Assistant Director of Survey, Madras or with the Collectors and where they were not available, from whatever material was available, maps were got drawn with the assistance of drawing teachers and the Survey Officers. In the Telengana area, however, printed *Taluka* maps were not available and therefore there was

no other alternative except enlarging whatever maps were available with the revenue department. This involved a lot of time. The boundaries had invariably to be corrected as the few topos that were available were very old and could not be depended upon for the boundaries.

In Assam, the few topos that were available were very old and a good many were restricted. For most of the hilly areas, as already stated, maps were not available. However, *Thanawise* maps by the Assam Survey were available. In Assam and Tripura, it was noticed that the hamlets were known by the name of the chieftains and these shifted constantly though in some cases they had the same old name, for the new habitations as they were named after the chieftains, while in other cases, when the chieftains changed, the name of the habitations even though it did not shift, was changed. In view of this, it was very difficult to reconcile available maps with the information collected from the teachers' and *patwaris'* Cards. In the hill area, the maps had to be drawn in consultation with the local officers, particularly of the revenue and the police departments, and such information as the teachers could give. The District Council staff and the Forest staff were also useful in this regard. In Assam, the Educational Survey has, thus, prepared the maps for the first time of most of these areas.

In Bihar, the topo maps were traced and where these were not available, maps were prepared from other sources such as the revenue maps or the *Anchal-cum-Block* maps.

In Bombay, as already stated, some areas of Kutch etc. were restricted, but for most of the regions unrestricted toposheets were available and hence no great difficulty was felt in this regard. Instead of compiling the maps into revenue *taluka* maps, it was found convenient by the Officers to keep each toposheet separate. All the sheets were got cloth-backed and kept in a packet with an index at the top for easy reference.

In Jammu & Kashmir, as maps for the whole area were not available and secondly whatever maps were available being all restricted, the officers had to obtain the latest revenue maps from the *Tehsildars* and other officers, and from those suitable *tehsil* maps for purposes of the survey were prepared.

In Kerala, the maps were copied from the topos and the boundaries fixed with the help of revenue maps and information from **land records**.

In Madhya Pradesh, as already stated, toposheets for all the areas of the requisite scale of one inch per mile were not available except for 16 districts. For 11 districts, toposheets to half-inch per mile were available and for others they were mixed, some half-inch and some one-inch. In view of this, therefore, the half-inch sheets had to be enlarged and all maps uniformly prepared on the scale of one inch per mile. Revenue maps were used for fixing up the boundaries and most of the maps were drawn by drawing teachers and even by Survey Officers. The first copy was prepared usually by the

District Survey Officer on the basis of the revenue maps. The toposheets were provided later, on receipt from the Map Sales office. The boundaries were fixed from the land revenue maps and in other respects the topomaps were depended upon. The map prepared by the Director of Economics & Statistics, Madhya Pradesh, for the whole of the State on a small scale was also found useful for general reference.

In Madras, as already stated, toposheets were available for all except two *tehsils*, but it was found convenient by the State Survey Officer to use the revenue maps obtained from the Director, Survey of Madras, as it showed the revenue boundaries as also the villages and the hamlets.

In Mysore, topographical maps were available except for a few districts. There was great difficulty in arriving at the correct boundaries, particularly in the districts from Bombay that merged due to the several small native States in those districts. As the topomaps were old, the old boundaries of the native States were shown there, and it became extremely difficult to arrive at the correct boundary. The drafts were prepared on sheets of drawing papers by getting the tracings from toposheets and filling up the necessary details from revenue and other maps. These were later on traced on a transparent cloth and then copies taken by printing on chemical coated paper.

In Orissa, the toposheets were not available for four districts and in the case of others the boundaries were not available clearly on the topographical maps and therefore they could not be used. The State Survey Officer, therefore, used the Police *Thana* maps that were available to the scale of one inch per mile. Wherever the toposheets were available, they were used for reference and checking.

In Punjab though topomaps were available for practically the whole of the State except two *tehsils*, there was lot of difficulty in defining the boundaries. Copies of the maps were taken with the assistance of official draughtsmen and where this was not possible, with the help of drawing teachers or by paying to expert draughtsmen and where all other methods failed, the District Survey Officer himself drew the map with the material available. The final copies were prepared by drawing teachers. Great difficulty was experienced particularly in the hill areas as habitations which were far removed from one another appeared on the topo to be quite close and thus crowded out the map.

In Rajasthan, topomaps were not available for a good many districts and some were restricted. On the basis of the available revenue maps, maps were prepared to the scale of two miles to an inch on the plea that the districts in Rajasthan are large, though for the sake of uniformity, they were asked to follow the same pattern as in all other States.

In Uttar Pradesh, boundaries had considerably changed since the topomaps were published. Some of the hill areas were never surveyed and as such maps were not available for these areas. In view of this

the *taluka* boundaries were first traced on the toposheets and their correctness verified with reference to the teachers' and *patwaris'* Cards. Revenue maps were available from the Government Press, Allahabad, and these were also used. In the hill areas, the habitations appeared too close together on the maps though in fact they were far apart, Maps were prepared by teachers and sub-deputy inspectors on tracing cloth. Complete toposheets were available for 29 districts and only 122 sheets were missing out of 1,928. Maps for 15 districts were drawn on the basis of revenue maps, for four districts on the basis of 1/4 inch survey maps and for the rest a variety of sources such as the forest maps, police maps, etc.

In Delhi, a map was available on a single sheet and hence no difficulty was felt by the Survey Officer.

In Himachal Pradesh no *tehsil* map was ready with the authorities. The toposheets were not available for a large portion of the area and particularly for the Mahasu district. Some of the maps available were restricted. Some maps used by the Community Development and the Extension Services Blocks were also used by the drawing teachers in getting tracings and they were completed by collecting information from other sources.

In Tripura, only ten out of twenty-seven maps were available and the revenue maps that were available did not show the location of habitations. Sub-divisional maps to the scale of one inch were to be drawn and where the maps were not available, they had to be drawn with the help of revenue and police authorities as also from the rough sketches drawn by the teachers. Great difficulty was experienced in fixing the hamlets in hilly areas.

14. Collection of the Village Information Cards and obtaining or preparing the basic maps required for the Survey, prepared the ground for the enumeration of the habitations in the Habitation Registers and on the maps. This could be done after examining carefully all the facts and figures and resolving all doubts in the meeting of the *Patwaris* and the teachers. The next phase of the Field work 'Enumeration of Habitations' is discussed in the next chapter.

CHAPTER 10

Enumeration of Habitations

1. *Preliminary Scrutiny of Data.*—The *Taluka* maps, the Village Information Cards filled in by the village officers and the school masters, the information collected from the Census Reports, school records and Revenue and other Departments formed the raw material for the enumeration of habitations systematically in the Habitation Register, but before that, the data had to be carefully studied and compared and all doubts and difficulties arising therefrom got duly resolved in a meeting of the *Patwaris* and Teachers, where other officers concerned were also invited. As far as possible, the time and place of this meeting were to be fixed sufficiently in advance to suit their convenience.

In some States, they were at the *tehsil* headquarters, in others at the *thana* or *Hobli* headquarters and in some other places at the teachers' union centres. These had to be after all fixed according to the local convenience of the teachers and the *patwaris* so that they were not required to walk long distances. In a few cases, it was not possible to have both the teachers and *patwaris* at the same meeting and in such cases separate meetings had to be held. These meetings were, as far as possible, held on days most convenient to the teachers and *patwaris*. For example, the pay day or marked day was found to be most convenient and economical for calling such meetings. So was the case when the *patwaris* were required to gather at a particular place for the land reconciliation work.

Wherever all the necessary material could be received in advance, the sanctioning could be completed before the meeting and the points to be got clarified at the meetings could be noted in advance; but where the cards were not received in advance, there was no other alternative except (a) getting them completed and compared just before the meeting or (b) collating and scrutinising the information as the work in the meeting proceeded.

The following points, among other things, had to be specifically noted or checked while comparing and scrutinising the cards, whether that scrutiny was done in advance or just during the meeting:

(a) It was first necessary to ensure that the Card for every revenue village mentioned in the Census was received duly filled in completely and in case any card was not received or having received was not complete, then the necessary enquiries were made from the *Tehsildar*. In such cases, there was the possibility of the village being 'Bechi-ray' or known by a new name. In case the village officer had failed to supply the information, it had to be obtained through other sources—the teachers, the *patwaris* of the neighbouring villages or the other local officers. In case of change in name, the old name had to be entered in brackets to facilitate reference and avoid confusion.

(b) The population figures had to be checked and in case there was substantial difference, a note was to be made. Wherever hamlets were mentioned, not only were they to be tentatively noted but it needed to be seen first that the total population of all the habitations

in the village agreed with the population given in the Census and if not, to ensure the correct estimation of the population of each of the habitation in the village. In case the total of population arrived at according to the figures given by the *Patwaris* differed from the official figures, then the data supplied by the *Patwaris* had to be further verified, so that fairly accurate estimates could be obtained.

(c) If the Village Information Card for the teacher was not received, for one reason or another, the necessary information had first to be collected.

(d) The information collected from the Village Information Cards from the *Patwaris* and school masters, was supplemented wherever possible (i) regarding the list of villages and hamlets, if any, from the revenue records available, (ii) regarding particularly the villages and the number of hamlets wherever given from the Census records (iii) by the list of villages available with the Education Department and (iv) by such information as could be gathered from the maps.

(e) Besides the information collected from the Education Department and the Revenue Department regarding the location of habitations and the existence of educational facilities, information also had to be collected from other welfare departments, *viz.* for village habitations in forest areas, if any, information had of necessity to be collected through the Forest Guards and Forest Range Officers. In regard to certain areas, information had to be obtained from officers of the Irrigation Department and officers of the Police Department. The Block Development Officers also proved useful in certain areas.

Having collected the information from these different sources, the next step was to examine and screen these and after shifting the information to find out the points of agreement and what was still more important, the points of disagreement and the points on which clarification was needed. This had to be completed by the District Survey Officers in good time before the meeting, wherever all the data could be collected in advance. In places where this could not be available, it had to be gone through quickly just before the meeting or during the meeting.

2. *The Teachers' and Patwaris' Meetings.*—To fill up the lacuna in the information collected to get all the doubts and difficulties solved and the discrepancies reconciled, it was, as already explained, necessary to meet the village revenue officers—the *Patwaris* or *Lekhpals*, the village school master, the *tehsildar* and the educational inspecting officer of the beat, so that the material could be finalised for the Habitation Register and the map also could be further completed.

A tentative list of habitations to be prepared from the Census data, with the additional information collected from the education, revenue and other departments and the points for discussion and consultation marked on it, was to be kept ready to facilitate work during the meeting. It was during the meeting that all the necessary information had to be finally collected and discrepancies got reconciled, but systematic registers of habitations had to be prepared

indicating the existing educational facilities at the primary, middle and high school stages and the habitations were to be correctly located on the map. It was necessary to obtain all the required facts and figures in this regard during the meeting as that was the only opportunity, when information about the area could be obtained from persons having intimate knowledge of the same. As this was to be completed in the course of the day, in consultation with the teachers, the *patwaris* and other officers assembled, some general procedure had to be laid down to accomplish the objectives within the limited time.

3. *Procedure at the Meetings.*—In this process of identification and enumeration of habitations, the habitations could be taken either (1) according to their enumeration in the Census (2) according to their alphabetical order in the Habitation Register or (3) according to their contiguity as noticed in the map. Each had its own advantage but the last one was found more convenient as it enabled discussion of the question with the local village officers and teachers along with those of the adjoining villages in small groups instead of discussing it before the whole meeting. It also enabled simultaneous scrutiny of the map and finding out whether any habitation was left out by the teachers or *patwaris*. The only inconvenience if any in this procedure was that the entries in the list had to be made at the appropriate place as they came and that habitations could not be considered according to their serial order in the Register.

Starting with the alphabetical list on the other hand, made it difficult to locate the habitations on the map over the vast area unless the Special Officer was himself fully acquainted with the location of all the habitations in the district. The alternative therefore to start from some corner of the *tehsil* or the *taluka* and to go on considering the contiguous areas one after another in some predetermined order on the map was found to be most useful and was generally followed in all the States. This procedure was particularly convenient as the *patwaris* and the teachers of one group of adjacent villages could be interviewed together and the whole area completely studied and then the *patwaris* and teachers of another adjacent group of villages could be interviewed.

As the points for discussion with the different *patwaris* and teachers were to be pre-settled, the discussion could be more or less pointed and the necessary information elucidated quickly. The discussion with the teachers and *patwaris*, enabled obtaining all the missing links and thus completing simultaneously both the Habitation Register and the map. The following points had to be specifically attended to at the meetings :

(a) Checking the existence of the villages enumerated in the Census along with their hamlets, if any, and identifying and locating their correct position on the map.

(b) Verifying the population given by the teachers and *patwaris* with the 1951 Census figures and in case of wide variations verifying their reliability. The total population of all the habitations—the main village and the hamlets—was to be compared with the total population of the revenue village and in case this differed and no justification was forthcoming, the approximate population

of each habitation was to be arrived at by proportionate distribution of the total 1951 Census population among the habitations. The information given by the Village Officers regarding the number of families in each of the habitations also helped in arriving at a fairly accurate figure.

(c) Another very important item of work to be attended to was the location of each habitation—whether the village or its hamlets on the map and determining its distance from the main village and the school—habitation in particular. Where the habitations were shown in the maps—and the topographical maps did show most of them—there was no great difficulty—one had of course to verify that the location was correct and that there was no slip in that and secondly if it had actually shifted subsequently, the change in location was shown. Where, however, the habitations were not indicated on the map already, the position had first to be correctly determined with reference to the adjoining places and land features and the mutual distances between habitations indicated by the teachers and *patwaris*. In this connection, it may not be out of place to mention that sometimes the ideas of the local officers and teachers regarding mutual distances between habitations were rather vague and what was reported quite close was found on reference to the map to be quite far away. Maps also did not always prove serviceable as what was wanted was the actual walking distance between them and not the shortest distance as the crow flies. The mutual distances between habitations had to be finally arrived at after applying all possible checks to the available information. Besides the topographical maps, the revenue maps, *Tehsil* maps and the village *sajra* maps had to be referred to and the distance of the habitations from three or four places shown on the topomaps such as milestones, temples, road crossings, wells, had to be considered while fixing finally the position of the habitation not already indicated on the map.

The rough sketch maps brought by teachers and *Patwaris* also proved very useful in some cases. The position of all the adjoining habitations was checked with the help of a group of *patwaris* and teachers of each small area chosen for group discussion.

Incidentally, it may be mentioned that the maps, particularly the topomaps, proved extremely serviceable in regard to both the location of the habitation, the hamlets and particularly in discovering the hamlets that were lost sight of not only by the teachers but even by the village officers and *tehsildars*. The topomaps do show even the smallest habitations that existed at the time that area was surveyed. However some of these were very old and belonged to different periods and therefore new habitations were not shown on them. Whether every habitation marked on the map was included by the village officers was verified and if it was not, further enquiries were made as to what had happened to it. In some cases, they had since become *Bechiraq*, but there were not a few cases where the village officers were found to have missed them.

(d) It was necessary also to ensure that what the *patwari* mentioned as a hamlet of his village was not another revenue village recorded in the census list. The misunderstanding in regard to the

status of the revenue village and of the hamlet was not unlikely. Moreover, in some cases the revenue limits of villages had undergone changes. Sometimes two villages had combined into one and sometimes a village had been split into two. Some villages had become uninhabited. Some had shifted and some had been submerged under dams. All these had to be taken note of.

(e) As soon as any area on the map was covered, it was necessary to ensure that no habitation already shown on the map had been left out by the Census or by the *patwari* or by the teachers unless it was found to be *Bechiraq*. All such omissions have to be carefully investigated. Similarly it had to be ensured that no habitation mentioned by the *patwaris* or the teachers was omitted from the maps.

(f) Where educational facilities existed for the village but not for its *Harijanwada* lying at a long distance, enquiries regarding the existing or probable educational facilities for it as also for the hamlets situated far away were to be made. In case there was no school in the habitation itself, the school habitation to which the pupils can and do go for schooling and their difficulties, if any, were also required to be enquired into and made note of.

The number of schools given by the *patwari* sometimes included unrecognised schools. The list therefore given by the teachers and the *patwaris* had to be carefully compared with the authorised list of the Education Department and discrepancies, if any, got resolved. Appropriate changes regarding new schools that might have sprung up and the old ones closed had to be incorporated, if not, already done.

(g) All the discrepancies and mutual contradictions in the information supplied by the teachers, the *patwaris* and the records available had to be fully resolved.

4. *Changes to be noted.*—While identifying and enumerating the habitations, various changes in their character were noticed and these had to be noted as one proceeded, so that the figures obtained from the Census and those accepted for the survey could be reconciled and the difference properly accounted for.

In the first place were to be noted habitations transferred from the rural areas to the urban areas. In such cases it was not always that a single village turned into a town, sometimes villages or hamlets roundabout the existing towns or town-groups merged in the town, while sometimes one or more villages formed a new urban area. Therefore, the number of villages transferred to urban areas cannot be expected to be equal to the number of new urban areas formed.

Owing to territorial adjustments of districts, some villages were transferred from one district to another. These had also to be properly accounted for and notes about them taken for reconciliation. The major changes of transfer were due to reorganisation of the States, where a good many villages from one district or State were transferred to another. Where the whole district from one State was transferred to another or formed part of another State no

separate recording of such transfer of villages was necessary, but where part of a district was transferred, they had to be taken note of. Some State Officers accepted the totals after deducting the villages while others accepted the figures as they were and made all the additions and subtractions consequent on reorganizing Villages once populated, for one reason or another, had in some cases become *Bechiraq*, i.e. uninhabited. The revenue village may be a habited or uninhabited village and though the census ordinarily makes note of only the former, some with 'nil' population were also recorded. Moreover, there were villages that became *Bechiraq* after 1951 Census, having been submerged under a dam or deserted by the villagers.

There were some cases of villages recorded in the Census where, in spite of all attempts made to identify them, they could not be traced. These habitations and their population had to be noted for deleting from the total record.

Besides these, there were cases of mistakes in the Census due to blank entries, repetition of the same census numbers at different places and mistakes in totalling. On account of all these, adjustments had to be made in the number of habitations and the population. Note had to be taken about the habitations not listed in the Census, habitations newly formed after the 1951 Census and those that were *Bechiraq* in 1951, but had subsequently revived. As there were cases of villages becoming urban, there were cases though few, of urban areas becoming rural. Additions were to be made to the number of villages and hamlets, the total number of habitations and their population on account of these as also to correct mistakes in the Census and by a process of addition and subtraction and reconciliation of discrepancies, the various facts and figures ultimately arrived at were systematically tabulated in the Urban and Rural Habitation Registers.

5. *The Habitation Registers.*—This discussion with the local officers and teachers prepared the necessary material for enumeration of habitations in the Habitation Register. This had two distinct parts—the Habitation Register (For Urban Areas) in Form 1A and the Habitation Register (for Rural Areas) in Form 1B. Specimens of these are given in Appendix 1. The Habitation Register in two parts—urban and rural—is the first basic register prepared for the survey.

6. *The Urban Habitation Register.*—As regards the urban habitations, the information was readily available from the census data and a few changes that had taken place since 1951 Census could be easily known from various sources. Towns were entered in Form 1A according to their population slabs or classes in each slab the towns being arranged alphabetically. The urban areas falling in each town group were then recorded alphabetically in column 4 and the population of each urban area mentioned in column 4 was recorded in column 5 and that of the whole city, town or town group in column 6. Town groups that had grown up after 1951 Census were entered separately at the end in the list for the population group to which they belonged, after the total for all the other towns and

cities enumerated in the Census report and falling in that population group was taken. In the remarks column against such new groups was entered whether it was entirely a new town or had grown up from the then existing village or villages. In all these cases they were given separate serial numbers so as to distinguish them easily from the existing cities and towns. In case any of these townships had grown up from a village or hamlet the names of these were also indicated in the remarks column for ready reference with their Census serial numbers and the 1951 population figure in brackets together with the total estimated population at the time of the survey.

On the other hand, if a habitation shown as town in 1951 had since become a rural area, its serial number and name only was entered at the appropriate place in the urban area list as it was to find its proper place in the Rural Habitation Register. In the remarks column in such cases, its serial number in the Rural Habitation Register with the *tehsil* to which it belonged was to be indicated. In the Rural Habitation Register such habitations came naturally at the end with new distinguishing serial numbers as in the case of new urban areas in the Urban Habitation Register.

7. *The Rural Habitation Register.*—The rural habitations were entered in Form 1B. In this form, the names of the revenue villages in a given administrative unit, say *tehsil* or *taluka*, were to be entered seriatim in their alphabetical order along with their census number. Where the census number did not turn out to be in the same order, to facilitate ready reference in addition to these, new serial numbers were also recorded and these new serial numbers were to be used in the survey records. The names of the hamlets forming part of the village were entered in this form in column 5 after the entry of the main '*gaonthan*', the hamlets being then entered in their alphabetical order. All these habitations including the main village excepting of course (when it was not a population) centres were numbered seriatim in column 4 and for any future reference, the serial number given in column 1 along with the serial number of the habitation in column 4 was used in all survey records and maps with reference to that habitation. When there were no hamlets, naturally, the serial number of the village was the only indicator number, but when there were hamlets, the habitation was identified with the number of the village with the number of the hamlet appended to it. The number, of a habitation, thus helped to distinguish whether it was a hamlet and if so, of which village and if it was a main village whether it had any hamlet or not e.g., a revenue village with serial number say, 24 having no hamlets was throughout referred to as No. 24 while a revenue village, say No. 27, having three hamlets got the serial No. 27(1) for itself and the other three hamlets were numbered as 27(2), 27(3) and 27(4).

In column 6 of this Register was shown the distance of each of the hamlets from the main village and if there were any difficulties, approach roads or paths, those were indicated in the remarks column. The population of each habitation was separately shown in column 7 and their total, which was the population of the revenue village, according to 1951 Census, was shown in column 8.

The existence of educational facility at the primary, middle and high school stages including that of girls schools was indicated in columns 10, 11 and 12 respectively with appropriate suitable symbols, e.g., if there were three boys' schools plus one girls' school, was recorded as '3+1G', G standing for girls. In this register column 9 was to be entered its serial number of the School Area Register for purposes of cross reference and this was entered after the School Area Register was finalised. In case the population in 1957 was found to vary considerably from the 1951 Census record then the figure for the same was indicated in brackets in the remarks column.

After completing all the entries, the totals were taken. After all entries of all habitations mentioned in the Census were over, new villages discovered during the survey were noted with separate distinguishing numbers. In this register, further details regarding the educational facilities were not recorded as they found their place in other appropriate forms but it was found convenient and useful just to refer only to the number of institutions at the primary, middle and high school stages actually located in the village or their hamlets so that whatever information was collected and scrutinised at the time of the meeting would remain on record and could later on be used. It did help in filling up the other forms and also in applying checks and counter-checks to the information collected from other sources. The form has been so devised that all changes, that may take place year after year in future in the constitution of the rural areas as also in regard to the educational facilities can be carried out by the District Educational Inspector and the register can be brought up-to-date as on the 31st of that year if desired. In the case of the rural habitations that were found to have come into existence since the 1951 Census was taken, they were either given serial numbers in continuation if that was convenient or were given separate numbers as already indicated. The same procedure was followed in the case of habitations that were classed as urban in the 1951 Census and were found to have lost their urban characteristics and had become rural habitations on the 31st March 1957, with suitable explanatory notes in the remarks column.

As regard uninhabited or *Bechiraq* villages, they were excluded even if they happened to be recorded in the Census.

Regarding cases of rural habitations mentioned in the 1951 Census developing into towns their numbers and names were mentioned at the appropriate place in the Register of Habitations of Rural Areas in Form 1B and in the remarks column, it was stated that they had developed into towns and the new serial number assigned to them in the Register of Urban Habitations entered.

8. *Habitations on the Maps.*—Side by side with the preparation of the Habitation Register, the location of Habitations on the map had to be completed. As already pointed out, the map formed the starting point for identification and enumeration of habitations, both urban and rural, and therefore, care had to be taken to see that every habitation indicated by the Census was identified and located on the map and conversely, every habitation shown on the map was

indicated in the Habitation Register unless it was untraceable. All the 'shorts' and 'extras' both in the Census list and on the maps, if any, were noted separately and each case was very carefully investigated and the correct position found out.

In case a habitation existed on the map and not in the Census then it was included in the Habitation Register. If, on the other hand, it was a *Bechiraq* habitation and the fact was confirmed by enquiry, then a cross was to be put against the entry on the map. A habitation in the Census list not already shown on the map had to be shown at the proper place, after ascertaining its distance from two or three known places. In cases where the habitations had shifted, that was indicated both in the Register and the correct location shown in the map. This required very careful comparative scrutiny of the Habitation Register, the cards filled in by the teachers and *patwaris* and the maps used.

The habitations were required to be shown on the map by a clerk black dot and also the name of the habitation was to be written there wherever possible without overcrowding. In the topomaps where they were directly used, this difficulty did not arise in most of the cases as the name was already printed. In others, it had to be neatly written. Where, of course, writing of the names was found to create crowding up on the map, it was avoided, but in such cases the serial number of the habitation, as entered in the Habitation Register, was recorded on the map, and a mark was made in the Habitation Register in token of having identified it on the map. Besides this some of the Survey Officers have also entered the population of the habitation just below the index number of the habitation so that the map could present a complete picture of not only the locations of all habitations—cities, towns, villages and hamlets,—but also indicate immediately the population of each of the habitations, thus facilitating a consolidated view of the situation in any given area for purposes of delimiting the school areas of the existing and proposed schools.

To ensure that no habitation was missed on the map, in the Register, in the Village Information Cards and the Census List, as the work of identification and enumeration proceeded, appropriate marks, in token of having considered the case, were made in each of these.

9. *The Population Slabs for Rural Areas.*—The information in the Register of Habitations (Rural Areas) gives an inventory of all habitations whether villages or hamlets, village-wise and tehsil-wise, in alphabetical order, but for purposes of the survey, what was also equally important was considering them according to their population, and for this purpose these habitations were grouped in the following nine population slabs.

(a) 5,000 and above, (b) 2,000 to 4,999, (c) 1,000 to 1,999, (d) 500 to 999, (e) 400 to 499, (f) 300 to 399, (g) 200 to 299, (h) 100 to 199 and (i) below 100.

10. *The Slab Register.*—The Slab Register was prepared in Form No. 2, a specimen of which will be found in Appendix I, from the Rural Habitation Register separately for each of the population slabs and the habitations arranged alphabetically in each slab.

In this Register, the name of the habitation itself, not necessarily the village, was to be recorded with its serial number in the Habitation Register together with its population. Entries regarding the existing educational facilities at the primary, middle and high school stages as recorded in columns 10, 11 and 12 in the Habitation Register were again to be copied in this to facilitate future reference. If there was a school in the habitation itself, then its population was again repeated in column 7; if there was no school in it but it was served by another within one mile at the primary school stage, then its population was recorded in column 8 and the distance was recorded in column 9 and in column 10 was recorded the population of all those habitations that had neither a school in them nor were served by another on the 31st March, 1957 within about one mile walking distance.

This slab register had four more columns, a repetition of columns 7 to 10, showing population to be served by a school in it or in the neighbourhood and not served by any school even when new schools as proposed would be started in the 'after planning' position. These columns, therefore, could be completed only after the School Area Register was completed. This tabulation, thus, paved the way for delimiting the school areas and the preparation of the School Area Register with the assistance of the map. The procedure followed in this regard is explained in the next chapter.

The Concept and Delimitation of School Areas

1. *The Limitations of the Habitation Registers.*—The preparation of the Register of Habitations and its recasting into the Slab Register gives, no doubt, an idea of the number of habitations in the different administrative units and their distribution according to the population slabs as also whether or not there exists an educational institution at the primary, middle or high school stage. But this mere listing of the habitations does not throw much light on the various aspects of the problem of the provision of educational facilities. Though it indicates where the schools exist and where they do not, it does not clearly indicate which other habitations can take benefit of the same or to put it the other way around, which of these, not having a school in them, can best take advantage of those having a school. Though the distance of the nearest school is indicated in the Slab Register the position does not become quite explicit as habitations that are to be grouped together for purposes of this educational facility cannot be envisaged, whether in the Register or on the map. Though the identification of every distinct habitation and its enumeration in the Register of Habitations, gives valuable information, by itself it does not throw much light on the problem of educational facilities or what exactly needs to be done in planning the programme of opening new schools or in expanding the existing ones. The slabwise register showing the habitations with or without schools also does not by itself explain how the habitations not having schools in the habitation itself or in the neighbourhood, within easy walking distance of the child, can best be provided for with school facility.

2. *Need for a School Area.*—It would be an ideal situation if a school could be provided to every child as near his residence as possible and at least in the habitation in which he resides. If every child were to have a school in his own habitation, provision would be necessary of more than about 6 lakhs schools, as that much number of habitations, according to the survey, was without educational facility on the 31st of March, 1957. The number would further swell up if the additional requirements of the habitations already having school be taken into consideration. But this evidently, owing to the limitations of resources in men and money and also due to the way in which the smaller habitations are scattered, is impossible in the present circumstances. Effort has of necessity to be made to provide for the maximum number of habitations with minimum number of schools, existing or to be proposed. Moreover, some of the school-less habitations are so small that to have a teacher for each such tiny habitation by itself would not be a feasible proposition and every attempt has got to be made to see that in future at least a school is started only at places where there exists a reasonable chance of at least a certain minimum number of children being enrolled on introduction of compulsion.

This does not mean that other habitations have to go without schools. The children from smaller habitations, under the circumstances will have of necessity to walk certain distance to the school

in the adjoining habitation. This, therefore, brings in the problem of suitable grouping of habitations so that children will have a school at as short a distance as possible and at the same time with the minimum number of such location of schools a maximum area could be served.

3. *Concept of a School Area.*—This brings us to the concept of a 'School Area'. It is not entirely a new idea. It was visualised in clear terms by the Government of India as early as 1911 when, in order to assess accurately the needs of the country in regard to educational planning, proper location of primary schools, so as to avoid all overlapping and duplication of efforts, was suggested and for that purpose the procedure suggested for adoption in the survey was to group smaller villages as far as possible in such a way that each group would have a population of about 300 and the Central school could be at a point which would be easily accessible to all the habitations to be grouped together.

This type of grouping would be all the more essential when universal compulsory primary education is introduced, as the child or his parents for that matter, ought to know which school the child is expected to attend. Before this could be done, the local educational officers must in the first instance know where the schools actually exist and which neighbouring habitations can be tagged on to them and where new schools need to be started so that a minimum number of such newly started schools could encompass among themselves, practically all the remaining habitations.

As a first step therefore towards the fulfilment of the directive of the Constitution, it is necessary to ensure that as far as possible no habitation remains unprovided for as far as provision of instruction for the age-group 6-11 is concerned. A primary school providing instruction up to the age of 14 must naturally be diffused widely. The ideal solution, as already stated, would be to have a separate independent school in each habitation irrespective of its population but as this evidently is not possible in the present circumstances to make the limited resources in men and money go the longest way, it was necessary so to plan that the existing schools, as well as the schools to be newly started, would be put to the maximum use and to bring within their compass as many habitations and a large a population as possible. Naturally therefore for this where ever possible, a school in one habitation shall have also to serve the needs of such nearby habitations, as would be possible.

This unit consisting of one or more habitations for which at least one school, located at a suitable Central place, is considered necessary is called a 'School Area'.

4. *The Factors Involved.*—The very concept of a school area necessitates considering various problems such as (a) the population of the habitations (b) the distance between habitations and particularly the distance of each one of them from a central suitable place where a school already exists or where it could be proposed (c) the obstructions, if any, such as existence of a river, stream, marshy land, hill, etc., in getting from any of these habitations to

the central habitation or the place where the school exists or is proposed to be located, (d) whether the location of the existing primary school can or does serve the needs of the neighbouring habitations and (e) whether the existing school is properly located or not and if not whether it would not be advisable in the interest of all the habitations in the area to suggest its shifting to another suitable central and convenient place so that the new location can cater for not only a larger population but the more convenient to all concerned.

5. *The Distance Factor.*—In conceiving and delimiting the school area, therefore, whether for existing schools or new schools to be proposed, it was necessary in the first instance to lay down certain broad general principles and objective criteria for guidance. The first criterion was that wherever possible or otherwise feasible a school can and need be as near to the child's home as possible, but this being not practicable, as already pointed out, to ensure that at least the school is not at a distance beyond the easily walkable distance of a child of the primary school going age, *viz.*, 6 or 7 to 11 years.

There appear to be no objective studies regarding the maximum distance a child of a given age in given geographical conditions can conveniently walk. Moreover, the distance that may be considered quite convenient in one set of conditions such as availability of good, shady roads, embracing healthy climate etc., would not be so in another situation where the child has to walk to the school in the neighbouring habitation through a rugged path full of obstacles or in climatic conditions rather trying and unfriendly.

Ordinarily, as commonsense would have it, a distance of half a mile would have been the best limit for any child of that age as it would be going half a mile and returning half a mile if the school is held in one session and even if it is held in two sessions, the total distance to be walked would not be more than two miles. But looking to the size of the thousands of habitations and the way in which these tiny habitations are scattered all over the country, there seemed no other alternative except fixing one mile as the normal distance which a child brought up in rural conditions can be expected to walk to the school. The rural child, unlike his urban brother, can by habit stand the strain, and even develops the habit of walking comparatively longer distances along the fields and by-paths at a much earlier age and hence can be expected to walk one mile each way or in all two miles a day, when the school is held in one session, and most of the schools are so held.

Moreover, it is noticed that generally the upper limit of one mile has been laid down by most of the State Governments in their compulsory Education Act as a specific upper limit a child is expected to walk to attend a school in the area of compulsory primary education. In extreme case, a child may be required to walk a little more, say even $1\frac{1}{2}$ miles from his home to school.

For purposes of the survey, therefore, the limit of one mile was laid down. In no State Act a limit lesser than this being there, the need of reducing it further in any State did not arise. According

to this limit, if the school is held in one session every day, a child will have to walk up to a total distance of two miles during the day and this by itself is a substantially long distance for the child of a tender age of 6-7. Moreover, if the school is held in two sessions as it is in a few places then the child will have to walk a total distance of about four miles a day which is certainly very heavy for that age and hence this upper limit of one mile walking distance for the child was as far as possible not to be exceeded in the survey, unless there were strong reasons to the contrary. This distance, is not as the crow flies, but the actual distance to be walked by the child along the road or bypaths, as the case may be. The distance is to be calculated not from the centre of the school-habitation but from the school in the habitation.

Notwithstanding all these, the State Survey Officers found it inescapable to increase this walking distance limit in certain areas due to the sparsely located very small habitations. The difficulty in such cases is further accentuated if the area is hilly or full of overgrowths as forests or in hilly areas. A short distance of half a mile along a plain road is not the same thing as the same distance in the hills, particularly in cases where the bypaths are very risky or lie along steep inclines. At the same time though for a city child it may be extremely difficult to go even a short distance along some of the bypaths in the hilly tracts, the children there are by force of circumstances accustomed at a tender age to walking substantially longer distances along these difficult paths, and hence the extent to which the limit laid down could be extended had to be left, to a large extent, to the discretion of the State Survey Officer, who had to decide about it in consultation with his other local colleagues and higher officers.

6. *The Population Factor.*—The grouping of habitations together for a school area, as already stated, is primarily due to economic considerations because in the present state of things it would be inadvisable and unpractical to allocate a teacher for a habitation or group of habitations where he may not have a requisite number of children in the area for being enrolled and hence in deciding these general principles, the population of the habitation also figured prominently.

The other fundamental principle for demarcating school areas was therefore the minimum population essential for justifying at least one teacher for the school and as already stated on the basis of $12\frac{1}{2}\%$ children of school-going age to the total population, a dividing line had to be placed at about 300 total population in 1951 as by this limit about 38 pupils of school-going age could be enrolled under compulsion, and as this population figure was for 1951, due to the subsequent normal growth of the population a few more children could also be expected.

If the population of the habitation according to 1951 Census be 500 or above, working on the basis of $12\frac{1}{2}\%$ of the population for children of school-going age in habitations with this population one can expect more than 60 children for being enrolled in the school. Moreover, as the population has been increasing by leaps and bounds and the figures taken in 1951 Census figure, during the

last seven or eight years the population must have substantially increased making about 70 children available in a habitation of this size, and hence in conformity with the general ideal of having wherever possible a school to the door of the child. A school has been suggested in these habitations with population 500 and above if one did not already exist. There have been, however, a few cases where though these habitations did not have a school of their own, there existed one in a habitation so close that sometimes the wall of one habitation touches that of another habitation. In such cases, strictly speaking, though the two villages together form one habitation in conformity with the Revenue and Census classifications they have been counted as two distinct habitations in the habitation Register and other Registers and Reports though a school in one of them is as good as a school in the other.

7. *The Guiding Rules in Delimiting School Areas.*—Combining these two fundamental principles in regard to the planning of the school areas, the following main points were laid down for the guidance of the Survey Officers :

(a) For habitations with a population of 500 and above, a school was to be proposed if one did not exist already. The adjoining smaller habitations were then to be tagged on to it according to the principles laid down in regard to the walkable distance.

(b) If, however, a habitation with population above 500 without a school had a school in another contiguous habitation and by this was meant within about a couple of furlongs, it was left to the discretion of the State Survey Officer to decide whether having a separate school for that habitation was warranted on the basis of the total population of the habitation, the actual distance of the existing school from the remotest house in the habitation without school and lastly in view of the various obstructions on the way and adequacy of provision in the existing school from the point of view of availability of suitable accommodation, teachers, etc.

(c) For habitations with a population of 300 to 500 having no bigger habitation with a population of 500 or above within half a mile, a school was also to be proposed and habitations with population less than 300 within one mile were to be tagged on to it. If, however, there be other habitations without school and with population between 300 and 500 in the adjoining area, then they were all to be viewed in a consolidated manner and if possible grouped together and a group school at a suitable central place was to be suggested for the whole group. Where exactly to locate the school would of course depend on various factors such as, which out of those places was centrally situated and convenient to all, in which maximum local enrolment was possible and also where local enthusiasm and cooperation could be obtained more easily. It was for the State Survey Officer and the District Survey Officer to weigh these competing and sometimes conflicting claims and come to a decision. It is likely that in these decisions, in a very few cases, they might have slightly erred but even there the school area would remain as they are and the matter for the local educational administrators to decide in due course would be where exactly in that area the school should ultimately be located.

If there be no such habitation within one mile, then also there was no other alternative except proposing an independent school for such habitation with a population of 300 to 500. Ordinarily, such schools, would be a single-teacher school or at the most a two-teacher school, depending on the number of pupils that could be enrolled.

(d) As regards the habitations with a population less than 300, as none of them by themselves would ensure an enrolment justifying the appointment of one teacher in the present circumstances, there was no other alternative except trying one's best suitably to group these habitations together. All such habitations lying within the radius of about one mile from a suitable central place—may it be one of the habitations itself as it would generally be the case or some other very convenient central place in the area—were to be grouped together for giving them a group school, provided of course, the total population of all those habitations grouped together would be 300 or more. Ordinarily, it was expected, and experience confirmed it, that such a grouping could give this minimum requirement of population. In a few cases, due to special circumstances obtaining there, exception had to be made and a school suggested in a smaller area. In most of these, the 1951 population of below 300 had already crossed the boundary of 300 in 1957. In a few other cases the habitations happened to be of such a type that though the population was comparatively less, it was in a way essential to provide for the education of the children there e.g., a small lone habitation, on a fort or in forest area, etc. It was for the State Special Officer to use his discretion in this respect and record the reason for making an exception.

(e) After having grouped all possible habitations in this manner, some habitations did remain whose individual population as also the total population of other habitations, if any, within the radius of one mile, would be substantially less than 300 and no other habitations even by slightly relaxing the upper limit of distance could be tagged on to make a total population of all the habitations equal to at least 300. There was, in such cases, no other alternative except to hunt out from any other similar group in the vicinity within about five miles from a central place in the former group so that a teacher may be required to walk the distance from one central place to the other and hold the school session alternately. In such cases, instead of the child walking the distance, it was the teacher who was expected to walk the distance, from one centre to the other. In this case, also at either of the centres of this "Peripatetic Teacher School" there may be a single habitation or a group of small habitations in the vicinity tagged together for which provision was to be made. In some cases even this centre may not actually lie in one of the habitations itself but may be at a convenient place from all the habitations included in the group. Each centre of the school may, therefore, form either an independent school centre or a group school centre accordingly as there existed only one solitary habitation or a few, within one mile, which could be grouped together.

The maximum distance a teacher was expected to walk from one centre of the school to the other centre, was five miles in this case, the two centres together forming the school area. This idea of peripatetic teacher schools which has for some areas been introduced in Bombay State was suggested for the planning for educational facilities in other States also for the very tiny scattered habitations which could not otherwise be given an independent school nor can be grouped together for a group school being separated by long distances.

The main principle of a peripatetic teacher school as already stated is that it is conducted at two centres which may be at any distance from $1\frac{1}{2}$ miles to about five miles, the maximum distance which a teacher could be expected to walk or cycle up. The teacher in these cases may hold the school in the morning at one centre and in the afternoon at the other, if that be at a short distance, say $1\frac{1}{2}$ miles to two miles. If, on the other hand, the distance was comparatively longer, there was no other alternative except holding it on alternate days of the week for six days, the seventh being a holiday. If the distance was still longer, say about three to five miles, there would be no other alternative except holding it for three days continuously at one centre and then the teacher himself moving to the other one, giving assignment or holiday to the children of the former centre and continue the school session in the other centre, and then, after taking the holiday of the week, again begin the chain. Of course, such an arrangement is to be tried as a last resort when nothing else is possible.

In Bombay State, the present peripatetic teacher schools provide for instruction in standards I and II only and then the children are expected either to walk to the primary school at a longer distance or each centre of the peripatetic teacher school is upgraded to an independent or group school after two years' existence.

The simplest form of a peripatetic teacher school is, therefore, one which connects two habitations which are at a distance of more than $1\frac{1}{2}$ miles, but less than about five miles. This would also be the most common form of such schools. In some cases, however, as already pointed out, it would be necessary to group habitations at one or both of these centres. In such instances the general rule to be followed was that the habitations within one mile of the place, where the school was held were to be grouped together. In this plan, therefore, the peripatetic-teacher school connects two centres, one or both of which may be a group of habitations situated within convenient walking distance.

8. *The Procedure in Delimiting School Areas.*—In the actual process of delimiting the school areas, they were to be considered in two broad categories, *viz.*, (1) those for a school or schools already existing in a habitation and (2) those for the proposed schools.

(a) *Served by Urban Areas.*—In the first place, while demarcating school areas, as every town or city was bound to have a primary school, all habitations with a population less than 300 and within a distance of one mile from the school in the adjoining town

was ordinarily to be tagged on to the town for the purposes of schooling facilities unless there were strong reasons to the contrary to consider them for separate school areas within group schools. For example, if these small habitations on the borders of towns could be grouped together and if by such grouping they would get a school at a shorter distance, then a separate school area was to be formed of these habitations and a group school proposed for them.

Habitations with a population ranging between 300 and 500 and within a distance of about half a mile from the school in the adjoining town were also similarly to be tagged on to the town for purposes of a school facility.

Having thus included in the urban school areas whatever rural habitations in the ring or strip surrounding the urban areas, school areas for the rural schools were to be formed.

(b) *Shifting of the Existing Schools.*—The first question to be considered in the case of rural habitations already having a school was whether the school was properly located and if not whether a better location—even in some other habitation—could be suggested so that the school would be serving the needs of a larger surrounding area better. This was not always so simple as such proposals were likely to create agitations and controversies and hence while making such proposals a very thorough enquiry was first to be made. Of course, the question did arise only in the case of villages with a population of 500 and less, and particularly those with less than 300 that had got a school and were so located that other habitations could be easily tagged on to them according to the criteria already mentioned.

(c) *School Areas of Existing Schools.*—An important point, therefore, regarding rural habitations, that were already having a primary school, was to consider whether any neighbouring habitations could be tagged on to them. It was, therefore, necessary to find out (i) in the first place habitations with a population between 300 to 500 within a distance of half a mile from the school and (ii) habitations with a population of 300 and below within a distance of one mile from the school. All these habitations were to be provisionally tagged on to the habitations already having a school. The tagging on was to be provisional because in some cases, it may later on be found that some of the habitations initially proposed to be so tagged on could more conveniently be grouped together with another habitation.

In doing this, constant reference to the map as also the Habitation or Slab Registers was necessary. A magnifying glass proved extremely useful in locating the habitations on the map. In finding out, in the first place, all possible habitations within the distance of one mile as the crow flies from a given habitation to consider the possibility of grouping them together in the school area, a convenient device was to use a transparent plastic or paper disc with a radius of about $1\frac{1}{2}$ inch with a small point or hole in the centre and concentric circles with radius $\frac{1}{2}$ an inch and one inch drawn on it. This circular disc which moved to and fro over the map could give an idea as to which habitations, within the requisite distance limits from the place where a school is contemplated could

be encompassed in the school area. Faint circles of one inch radius could also be drawn on the map in pencil with the required place as the centre. These were some of the devices to assist in grouping the habitations to form a school area. Of course, all the habitations encompassed in this radius were not necessarily within the distance limit as the actual walking distance, in some cases due to various difficulties on the way, did exceed, but this did assist a great deal in having only a certain limited number of habitations to consider with reference to the existing (or even proposed) school and also in weighing the various alternative arrangements.

In such grouping, as could be expected, two or more circles sometimes intercepted one another. In the case of habitations within the intercepted parts it was for the Survey Officer to decide to which particular school area the habitations could best be tagged on. Factors such as easy approach, availability of a bigger or better school, certain previous traditions, the local inclinations and such other geographical-cum-socio-economic aspect had to be taken into consideration. Where no other consideration weighed, naturally the habitation was to be tagged on to the nearest school village. The marginal cases had, of course, to be properly weighed before taking a final decision.

In some cases, it was noticed that more than one habitation had a school in them and some of these were not big enough to justify an independent school. However, where the Survey Officer did not consider recommending its closure, these habitations were not to be treated as group school areas either for an independent or group school of their own but all such habitations with schools in the proximity were to be treated as one school area. The criterion or the guiding principle in this respect was how the school area could possibly have been formed, had there been no other school except at the biggest or central habitation. This precaution was necessary because if at a future date the school in the smaller habitation closed down, as in a good many cases it was likely, then the school areas according to the Survey may not show that smaller habitation as unprovided, notwithstanding that according to the uniform principles laid down in delimiting the school areas all over the country, the children in such smaller habitations had already a provision of a school within the walkable distance. The apparent deception that would have otherwise been caused by the closure of such schools in future has been thus avoided.

The School area, therefore, is an area needing at least one school. In some bigger habitations or bigger school areas, due to the total strength of enrollable children an additional school may be needed. In some cases it may be a separate boys' and girls' school or schools may already be in existence in different habitations as just mentioned.

(d) *Proposed School Areas.*—After having tagged on all the possible habitations to the existing schools according to the principles and targets set out and thus having formed school areas for the existing schools, the remaining rural habitations not already

served (that is neither having a school in them nor in the neighbourhood) had to be considered preferably according to the following procedure :

(i) In the first place all habitations with a population of 5,000 and above, then 2,000 and above and then 1,000 and above were to be taken up for location of a school in them. As in the case of existing schools, here also the existence of any school-less habitation, if any, with a population of less than 500 within about half a mile and habitations with a population of less than 300 within one mile had to be found out and tagged on to them.

(ii) Next in order came habitations with a population between 500 and 1,000 and they were to be similarly considered. Unless there were reasons to the contrary, the location of the school in all such cases was ordinarily to be proposed in the habitation with the largest population.

Thus it will be seen that unless the location of an existing school was to be changed to the habitations already having a school were to be tagged on all the adjoining habitations (1) within half a mile and with population below 500 (2) as also those within one mile with population below 300, unless there were strong reasons to the contrary.

If the existing school was very badly located, a change was to be cautiously suggested giving full convincing justifications and other habitations that could be suitably tagged on to the new location suggested were to be indicated. Lists of all such changes have been appended to the District Reports.

(iii) & (iv) As regards those with a population below 300, not so far included in the School Area of an existing or proposed school it was considered advisable first to see that none of them had remained to be tagged on through oversight. They were then to be viewed with the object of forming school areas so that all such habitations as would be within a distance of one mile from any convenient central place could be grouped together. Such an area would encircle up to a maximum of about 3 to 4 square miles.

(v) The few isolated small habitations that still remained were mostly situated in forest areas, hilly tracts or were trapped between waterways. It was necessary to consider the possibility of grouping them together for peripatetic teacher schools.

9. *The Resulting School Area.*—The ingenuity and skill of the Survey Officer was thus put to the utmost test at the last two or three stages and he has also to see that as far as possible no habitation remained without a school within the prescribed distance.

In spite of all efforts a few very small isolated habitations did unfortunately remain without any educational facility even after planning. Their number as would be seen later is negligible. Their lists have been appended to the District Reports.

In sparsely populated areas, the standards already suggested were not always applicable. The limit for the population had to be lowered and that for the walking distance increased so as to provide for as large a number as possible

It will thus be seen that for planning of any new school area, a comprehensive view was simultaneously to be taken of various aspects such as (a) the population of the habitation, (b) its location, *vis-a-vis* other habitations, their distances and population, (c) the topography of the area, (d) the local conditions, such as the scatter of the population, the people's economic conditions, their interest in providing for the education for their children, (e) the State's directive or the local conventions regarding planning of schools, (f) transport facilities or obstruction on the way, and (g) even the strong noticeable local preferences or prejudices, if any, in some cases.

For this purpose, the district Survey Officer had to study the map, the entries in the Habitation and Slab Registers as also the special points in the Cards filled in by the *patwaris* and teachers and certainly his own notes.

As the work proceeded the map and the school Area Registers also got simultaneously completed according to a general procedure in this regard, which is described in the next chapter.

CHAPTER 12

Mapping and Registering of School Areas

1. *Need of Mapping and Registering of School Areas.*—The data collected from various sources, including the information gathered at the tehsil meeting of teachers and *patwaris*, was, as already seen, first recorded systematically in the Register of Habitations—Rural and Urban and the Rural Habitations were further presented in a properly grouped and re-arranged form in the Slab Register, in both of which information regarding the existing school was also suitably recorded and on the basis of this information and with the guidance from the maps, the school areas were to be formed in accordance with the general procedure indicated in the last chapter. The Habitation Register or the Slab Register could give but little idea of the probable nature and size of each school area, what type of school exists or is proposed in the area and where and what the local and non-local population served would be. As the school area would be the small rural unit for educational provision at the primary school stage, a systematic Register of School Areas was also a necessity. It could of course be prepared only when all the school areas were delimited according to the procedure outlined in the previous chapter. These required simultaneous reference to the Habitation Register, the Slab Register and the Village Information Cards and other data collected, on the one hand and the map on the other.

2. *Existing Schools shown on the Maps.*—As the map was to be the main guide in the delimitation of school areas, it was in the first instance necessary to indicate the existing schooling facilities on the map according to some common procedure.

After the other preliminaries were completed, the existing educational facilities as noted in the Habitation Register on the basis of the School Teachers' Information Card as also the lists received from the Educational Inspectorate had to be first indicated on the map. Delimiting of the areas of existing schools was impossible without this. The existing position in any habitation at the primary school stage, be it by one or more schools, was indicated on the map by a small circle—a circular ring or a mass-filled circle in green. The Survey officers were requested to draw this tiny circle just encircling the black dot indicating the location of the habitation on the map. Where the habitation covered a substantially large area, they were requested to draw this circle at a point indicating roughly the correct location of the school so as to be able to notice immediately the walking distance of other adjoining habitations from the school. Where the school was located far away from the habitation itself, naturally the green circle or ring indicating provision at the primary school stage was drawn at the appropriate place. As the Survey concentrated primarily on the location of the schools and not on their adequacy or otherwise, it was not obligatory to indicate the number of schools in each habitation, but the Survey Officers were advised to indicate this by inserting the total number of schools in the circle itself. The number of schools has no particular significance in the present context as one school with three

divisions or three schools with single division each in a habitation would quantitatively provide the same facility, though the latter would appear to be far greater. In some States, the girls' schools have been indicated by some distinguishing symbol, for example in Uttar Pradesh a circle with double lines was drawn to indicate a girls' school. In some cases, the letter 'G' was written.

As in the case of the primary school stage, the provision at the middle school stage was indicated on the maps by a green triangle. Where a middle school and a primary school existed in the same habitation, the triangle circumscribed the circle. A green square was drawn to indicate the existing provision at the high school stage and it circumscribed the circle for the primary school stage and the triangle for the middle school stage, where they already existed in the same habitation. If, however, the provision at the middle school or high school stage was at a distance, outside the habitation or far away from the primary school, then naturally the triangle and/or the square were to be shown at the appropriate place.

In some States, some other details about the schools were also shown by suitable modifications in the symbols, e.g., in Bombay and Bihar complete and incomplete stages of the middle and high school stages were shown by lopping off part of the triangle or the square, as the case may be.

At this stage, the maps indicated, with the help of symbols in green, which habitations had the provision of one or more schools in them at the primary, middle and high school stages. They were thus the pictorial representation of the Habitation Registers.

3. *School Areas of the Existing Primary Schools.*—The next step was to find out which habitations could take advantage of the existing schools in accordance with the principles laid down and to group them together to form the school areas of the existing schools.

All habitations within a walkable distance of one mile—that is, roughly those falling within a geometrical circle with one inch radius and the school as the centre on the one-inch map, were tagged on to the school by drawing arrows in green, starting from all these habitations and reaching the school habitation, thus showing that these habitations could be treated as being served, as on 31st March, 1957, by the existing schools at the primary school stage. Whether or not the actual walking distance was more than one mile could be checked both from the topography as also the distance noted in the teachers' cards.

However, when schools existed in two habitations, not quite far apart, the question did arise as to which school the children could be treated as attending though in actual practice children in habitations within one mile from more than one school do attend different institutions according to their own convenience and their parents' preferences and prejudices. For purposes of the Survey however, the habitation was to be tagged on only to one particular school habitation and this was adjudged from the discussions held

with the school teachers, the *patwaris* and other local officers, and it was shown as tagged on to only one of those habitations. More often than not this happened to be the nearest one, unless there was some convincing reason to the contrary.

At this stage of its development, the map showed the picture as presented by the School Area Register in the different columns for the existing position for the primary stage, excepting of course a few cases where later adjustments were made in view of the proposed facilities at a shorter and more convenient distance and also the locations of middle schools and high schools.

The work of drawing these arrows and curves (preferably in pencil, in the first instance, to facilitate corrections and adjustment later) and completing the School Area Register for the existing position, in its first rough draft, proceeded by side. The map showed which habitation could possibly be tagged on to which. A constant reference to the Habitation Register and the Village Information Cards was necessary to get an integrated mental picture of the school area so that the same could be indicated simultaneously both in the School Area Register and on the map. The map thus helped the preparation of the School Area Register and whatever was registered in the School Area Register was immediately translated on the map, the two thus proceeding almost concurrently.

4. *The Proposed Schools and their Areas.*—The map so completed gave a clear visual picture of the areas that remained unprovided for at the primary, middle and high school stages. As the population was also, wherever possible, recorded on the map just below the serial number of the habitation, one could see at a glance the bigger habitations that were left out. However, instead of proposing new schools and delimiting their school areas, it was more convenient to start from the Slab Register, which indicated clearly the habitations in each population slab. One could, therefore, start with the higher slabs and consider their school areas.

As soon as the Survey Officer came to a decision to propose a primary school in a given habitation, a small red circle, instead of green meant for the existing schools, was to be tentatively drawn on the map just over the symbol for the habitation and entry made in the School Area Register under preparation. No sooner was this done, than was it necessary to find out the smaller habitations encompassed within the one mile range and provisionally to consider the possibility of tagging them on to this habitation and indicate that on the map, in the present case with red arrows instead of green ones. At this stage, it had also to be ensured that the habitations proposed to be so tagged on were not such as could be considered for a school in them on their own merit, (because of their population) likely to be tagged on to another nearer habitation for which a school was to be proposed in due course. This is why the grouping had to be, in the first instance, only provisional and preferably in pencil.

By this process, starting with the higher slabs or from one end of the map and then considering all the contiguous habitations, the minimum number of places which needed to be provided with

home facility at the primary school stage could be decided upon. Utmost ingenuity had to be exercised so that with the minimum number of such locations a maximum number of habitations could be encompassed.

It did happen in good many cases that a habitation already tagged on by a green arrow to an existing school turned out to be nearer a habitation that would, after planning be having a school and therefore needed to be tagged on to this habitation for which a school was proposed. In such cases, the green arrow was retained and a red arrow connecting it to the proposed school was also drawn ; indicating thereby that the facility already exists within the limit laid down, but as a result of planning, a more convenient arrangement is also possible. In such cases, not retaining the green arrows would be deceptive in-as-much as in case the new school did not come into existence it may pass off as a habitation without the facility at the primary school stage.

In the same way, red triangles showed provision at the middle school stage and red squares for the high school stage. The habitations grouped in the proposed middle school area were, as in the case of the existing schools, to be enclosed with a closed curve in red, while that at the high school stage by a closed curve with a dotted line.

5. *The Boundaries of the Administrative Units.*—On the maps, as already stated, taluka boundaries as also the district boundaries were necessarily shown. In view of the importance to the block as the future unit of administration, the State Governments were requested to ask the State Survey Officers to indicate habitations included in each one of the existing blocks on the basis of information to be supplied by the Community Development Administration in the districts and they were requested to move the Development Commissioner to make the necessary information readily available to the District Survey Officers and wherever this was available, the number of blocks is indicated in the remarks column of the School Area or Habitations Register and the block boundary shown on the map suitably. The tehsil or thana boundaries were no limitations for the school areas, whether at the primary, middle or high school stage. While delimiting the school areas at any stage, habitations outside the boundary of the tehsil or district had also to be taken into consideration for including in the school area of the existing or proposed schools. These were to be formulated tentatively while chalking out the school areas and finalised by mutual consultation between the two district officers concerned. To facilitate this, as stated already, some of the State Special Officers arranged conferences of the Officers of the contiguous districts at suitable places where these inter-tehsil and inter-district adjustments were finalised.

6. *Adjusting and Finalising the Primary School Areas.*—As the work proceeded, it was necessary to make changes and adjustments in the school areas for various reasons. A habitation having an existing facility was sometimes found to be having it at a shorter distance. In some cases, a habitation may be coming in the area of two schools and there the choice had to be made after considering all the factors.

Inter-*tehsil* and inter-district adjustments had also to be made. All such changes and adjustments had to be carried out simultaneously on the map and the School Area Register.

7. *Two Ways of Showing Primary Schools Areas on the Map.*—The method of showing the primary school areas by arrows and the encircling curves had each an advantage of its own. The arrows showed which particular habitation was tagged on to which. Moreover, wherever besides the existing facility the proposed facility existed at a shorter distance, it could be also indicated suitably—one by a green arrow and the other by a red arrow as already pointed out. This was not possible in the alternative procedure of encircling the area by a curve. When more than one habitation had a school in a given primary school area, merely encircling of these could not indicate which habitations in the area were tagged on to which. The limitations, however, of the method of showing the tagging on by arrows was in the last named case. The second small school habitation in same school areas included in the common school area gives the impression from the map that it forms its own independent school area, though it is only an independent school included in the school area of another bigger habitation.

8. *The Middle School and High School Areas.*—The School Area at the middle school and high school stages were also simultaneously to be chalked out, both for the existing schools and the proposed schools. For a middle school area the distance limit was raised to three miles from the existing or proposed school and that for the high school to five miles from the school and in both the cases, the distance limit could be slightly extended so as to meet the requirements regarding total population in the area which was of fundamental importance, *viz.*, a middle school was to provide for at least 1,500 population in its Area and a high school for 5,000 population. In a habitation having a population of 1,500 by itself, a middle school could be suggested if one was not already there. Similarly, for a high school the population limit was 5,000. This does not mean that for every 1,500 population a middle school and for every 5,000 population a high school was to be proposed. The condition, as already stated, regarding distance was to be the primary condition. The details regarding the planning of the middle and high school stages are discussed in the relevant chapters.

9. *Middle School and High School Areas on Maps.*—As habitations within about not more than three miles from the existing middle school were to be included in the school areas of the existing middle schools, on the map this was shown by drawing, in the first instance, a faint pencil line in green enclosing all the habitations within three miles' walkable distance from the habitation having the middle schools.

As in the previous case, where middle schools were at a comparatively shorter distance there did arise the possibility of certain habitations being included in more than one middle school area and here, as in the case of the primary school areas, as each habitation was to be included only in one area, the curves were suitably adjusted so as not to have any overlapping areas. These lines were thereupon to be purposely drawn quite faint in the first instance it was

moreover not unlikely that in the case of some of the habitations already having educational facility at the middle school stage, they may have as a result of the new proposals the same facility at a much shorter or convenient distance, and hence the curved lines, in green, for the middle school areas were to be finalised only after the school areas for the proposed middle schools were finalised.

As in the case of the middle schools, all habitations within a distance of about five miles' walkable distance were to be included in the high school area, with of course the necessary adjustments to avoid overlapping or the possibility of leaving out a habitation just on the border. The green curve, however, in the case of high school was drawn by dotted lines to distinguish it clearly from the one drawn for the middle school areas.

The high school area being a bigger area, it ordinarily includes more than one middle school area generally one whole and parts of others and hence it is that some habitations in a given middle school area fall in one high school area and the rest in another one. This was, as would be expected, as each habitation had to be tagged on to the nearest and the most convenient habitation for educational provision at that stage.

Thus, the green circles showed the existing facility at the primary school stage, the triangles for that at the middle school stage and the square for that at the high school stage and as far as possible wherever these facilities existed at the same place, the symbols for the facility at the higher stage circumscribed the symbol for the one at the lower stage. The tagging on of the habitations to a primary school was generally shown by green arrows, the grouping together of habitations for the middle school facility was shown by the broken closed curve in green and that for the high school stage by a dotted closed curve. (In Uttar Pradesh, however, the grouping at the primary school stage instead of being shown by arrows, was shown by a closed curve.)

10. *The School Area Register*.—As in the case of the Register of Habitations (Rural Areas) this was also to be a district register but was to be block, *tehsil* or *talukawise* and in each sub-unit the school areas were to be entered alphabetically.

The Register, as will be seen from form No. 4 in Appendix 1, indicate: in order (a) the name of the school area, (b) the number of habitations included in each of the school areas, (c) their names, (d) their serial numbers as given in the Habitation Register, (e) their population, (f) the total population of the school area i.e., the total population of all the habitations included in the school area, (g) the number of existing (i) boys and (ii) girls' schools at the primary school stage, (h) their type, i.e., whether they were 'Independent', 'Group' or 'Peripatetic-Teacher' schools, and (i) the distance of the existing school, if any, serving their needs. It also indicates the type and location of the proposed schools—whether independent, group or peripatetic-teacher schools—and the distance of the new school serving the needs of the habitation. As regards the middle and high school stages, in the case of habitations where a school already existed or was proposed in it, was to be first indicated in

an appropriate column and against others the serial number of the habitation serving their needs was to be indicated along with the distance of the school from each one of the other habitations. As soon as all the school areas in the *taluka* or *tehsil* were listed, totals were to be taken for the population, and the number of existing and proposed schools according to their types.

11. *Indicating the Inter-tehsil and Inter-district Provision in the School Area Registers.*—As the school areas were not restricted by the revenue boundaries, habitations in one *tehsil* or district were to be served by schools lying in the other *tehsil* or district wherever suitable. In the case of habitations outside the *tehsil* or district but to be served by a school in the *tehsil* under consideration, the names of the habitations had to be indicated in the appropriate school areas and the name of the *taluka* was to be inserted in brackets below the names of such habitations and underlined in red so that pointed attention could be drawn to them. The population of these habitations was to be put in brackets so that while taking the totals it would not be counted but could be indicated separately.

On the other hand, in the case of habitations in the *tehsil* under consideration, the educational needs of which were satisfied by schools in the other *taluka* or *tehsil*, their names were to be indicated at the end of all the school areas in the *tehsils*. They were not to be given the school area number there but in the remarks column, their appropriate school area name and number, together with the name of the *tehsil* was to be indicated.

12. *The Entries in the Different Columns of the School Area Register.*—In the School Area Register, as would be seen from the specimen of the form given in Appendix I, the name of the habitation in which the school was located was to be first given; where the school was actually not located in any particular habitation, the name of the major habitation was to be shown and this was generally the habitation with the maximum population. Then the total number of habitations in that particular school area including the school habitation were to be noted and in column 4 the names of habitation included in that school area was to be mentioned in their alphabetical order and for the sake of ready reference, their serial number as noted in the register of habitations was to be recorded in column No. 5. In column 6 was to be noted the population of each one of these habitations included in the school area and in the next column the total population of all the habitations included in the school area. This was to be noted against the names of the school area, i.e., in the first line pertaining to entries of the school area. The columns that followed, as would be seen, are meant for giving information regarding educational facilities at the primary school stage. Column 8 gives the number of schools for boys (including mixed schools) and column 9 number of schools exclusively for girls. The total number of schools for boys and girls was to be noted in column No. 10. Some of the schools may be independent schools i.e., serving the needs of that habitation only, while others may be group or peripatetic teacher schools. The type of the school, i.e., whether an independent, group or peripatetic teacher school was to be indicated by suitable symbol in column 11 and the distance (in miles) of each

the habitations from the school serving its needs was to be entered in column No. 12. Naturally the figure against the habitation where the school was itself located was to be shown as zero.

The next four columns were meant for giving particulars regarding the schools to be proposed. According as the proposed school was an independent school, a group school or a peripatetic teacher school, the figure 1 (when one school was proposed) was to be indicated in column No. 13, 14 and 15 respectively. In column 16 was to be entered its distance in miles from the school serving its needs.

Columns 17 to 20 similarly meant for giving information regarding the middle school stage. In column 17 was to be entered the number of the existing middle schools, while in column 18 appropriate entries were to be made for the school that would be proposed. The entry would naturally be against the habitation in which the school was actually located or was proposed to be located.

In column 19, against each habitation whose needs were served by the existing or proposed schools was to be entered the serial number of the habitation, the school which served its needs. In column 20 was to be indicated the distance in miles of the habitation from the school serving its needs.

Columns 21 to 24 give similar information regarding provision of education at the high school stage. If the school already existed, it was to be indicated against that habitation in column 21 and in the case of a proposed school in column 22. In column 23, as in the case of column 19, was to be recorded the serial number of the habitation, the high school which would serve the need of the habitation concerned. Column 24 would give the distance in miles of the school from the habitation.

After the location of the proposed schools at the primary, middle and high school stages were fixed and their school area boundaries were settled after reconciliation and adjustment with the boundaries of the existing school areas where necessary, the symbols for proposed schools, the arrows and curves provisionally drawn in pencil were to be inked out in green or red as required, thus delimiting the school areas of the existing and the proposed schools at the primary, middle and high school stages. The corresponding change and adjustments had of course to be effected simultaneously in the School Area Registers. The entries in the School Area Register were then to be arranged alphabetically and then given the School Area numbers serially these school area numbers were then to be entered in column No. 9 of the Habitation Register. In the case of habitations in the Rural Habitation Register remaining without any entry of the cross reference number in this column, it had to be ensured that it had really remained without educational facility at the primary school stage even after planning in spite of all efforts. These habitations were then to be listed separately, indicating their population and the distance of the nearest primary school, for ready reference. The entries in columns 11 to 14 in the Slab Register were also now to be completed.

This ensured that every rural habitation shown in the Habitation Register and the Slab Register was indicated on the map and was included in the School Area Register, excepting the few unfortunate

cases where no provision could be suggested and which were separately listed for ready reference. The total number of habitations—villages plus hamlets in the Habitation Register or Slab Register were to be compared with the total number of habitations in the School Area Register and the List of Habitations remaining without educational facility at the primary School stage to ensure that no entry has slipped off.

This, in short, was the mechanics of the formation of School Areas whether on the map or in the Register ; but in deciding where to propose a School and in delimiting the school areas of the existing and the proposed schools, it was also necessary to take into consideration certain other aspects such as the sociological and physiological conditions—the topography of the area, the density of population, the number and nature of distribution of the habitations and the cluster or scatter of houses in the habitations themselves and the proximity of the urban areas, the roadways etc. It was, therefore, for this purpose first necessary to collect all general information regarding the districts. This information would also be extremely useful in the proper evaluation or appreciation of the nature and extent of the existing and proposed educational facilities, the grouping of habitations in school areas, the extent of enrolment of children in the existing schools and the likely handicaps and difficulties in achieving the ultimate goal.

These could be discussed at some length only in the district reports. In the next chapter, attempts have been made to highlight only a few salient points collected from the District and State Survey Reports and census reports etc.

CHAPTER 13

The Natural Regions and Divisions

1. *India—Size and Frontiers.*—The country has its unmistakable geographical unity in spite of all the diversities of languages, peoples, physical features and climatic conditions.

Stretching about 1,700 miles from East to West and about 2,000 miles from North to South, she covers an area of about 12,66,900 sq. miles. The peninsula tapering off in the Indian Ocean with Arabian Sea on the West and the Bay of Bengal on the East gives her a coastline of about 3,535 miles. The land frontier is about 9,309 miles long and is marked off from the rest of Asia with the formidable Himalayan ranges in the North.

Beyond the northern boundary lie Nepal, Tibet and China. Sikkim and Bhutan area, two States in the Himalayan region attached to India under special treaties. In the north east, a series of mountain ranges, the Patkai Hills, the Chin Hills and the Yomas with an average height of 6,000 ft. and at places rising to 12,000 ft., separate India from Burma. To the north west lies West Pakistan and to the north east again between the States of Assam and West Bengal lies East Pakistan.

In the South, the Gulf of Manner and Palk separates India from the island of Ceylon. The two Union Territories of (a) the Andaman & Nicobar Islands, and (b) the Laccadives, Minicoy and Amindivi Islands lie in the Bay of Bengal and the Arabian Sea respectively.

2. *The Census Zones.*—The Census has divided the whole country into six zonal regions as follows:

- (1) North India, including whole of Uttar Pradesh.
- (2) East India, including Bihar, Orissa, West Bengal, Assam, Manipur, Tripura and Sikkim.
- (3) South India, including the then Provinces of Madras, Mysore, Travancore-Cochin and Coorg, or, according to the present territorial limits, the States of Madras, Andhra area of Andhra Pradesh, Kerala and Mysore State excluding some districts formerly in Bombay.
- (4) Western India, including the former Bombay State, Saurashtra and Kutch.
- (5) Central India, including the then Madhya Pradesh, Madhya Bharat, Hyderabad, Vindhya Pradesh and Bhopal, *i.e.*, the Present Madhya Pradesh and the Telengana area of the present Andhra Pradesh, and
- (6) North West India, including Rajasthan, Punjab, Himachal Pradesh, Bilaspur, the then Patiala and East Punjab States Union (PEPSU) and Delhi.
- (7) Andaman & Nicobar Islands were treated separately.

3. *The Five Natural Regions.*—The country comprises of three well-defined Regions: (i) the mountainous zone of the Himalayas and the associate group of mountains flanking on both the sides, (ii) the Indo-Gangetic Plains, and (iii) the Southern Peninsula, which can be divided into three regions—the plateau and the two coastal strips on the two sides. India can, thus, be divided into five broad natural regions, the boundaries of which are fixed mainly with reference to physical features. The Census designates these regions as (a) The Himalayan Region, (b) the Northern Plains Region, (c) The Peninsular Hills and Plateau Region, (d) The Western Ghats and Coastal Region, and (e) the Eastern Ghats and Coastal Region.

These natural regions are divided by the Census authorities into 15 sub-regions on the basis of substantial differences within each natural region, mainly in respect of rainfall, climatic and topographical conditions, soil and the crop pattern. The sub-regions are, so to say, the smallest among the broad natural units of the country, but the Census has further divided them into divisions in order to be able to treat separately the interspersion of these sub-regions with the zones and the States.

The Himalayan Region which is in the form of an arc with its snow-covered peaks stretches for about 1,500 miles between the gorges of the Sindhu in the west and the Brahmaputra in the east. The width of the Himalayas varies between 150 to 300 miles. Their geological sequence is said to be marine. The foot hills, however, represent buckling of erosion products. The Himalayas form three parallel ranges interspersed by large plains and valleys, some like the Kulu and Kashmir being very extensive and fertile. This region contains the highest peaks of the world and some of the areas remain inaccessible for the major part of the year. In the east, the Garo, the Khasi, the Jaintia and Naga hills run east-west and join the chain of Lushai and Arakan Hills running north-south.

The Indo-Gangetic plain, about 1,500 miles long and 150-200 miles in breadth, covering about three lakhs square miles, is watered by the Ganga and her tributaries, the Yamuna, the Gomati, the Sone, the Gogra, the Gandak and the Kosi and other tributaries. Brahmaputra, after taking a turn round the Himalayas and flowing through Assam, joins the Ganga. The Ravi, Bias and the Sutlaj water the Punjab. It is the region of alluvial soil and remarkably homogeneous with little relief for hundreds of miles.

The Peninsular plateau is marked off from the plains by a mass of mountains and hill region, varying from 1,500 to 4,000 ft. in height. Among them may be mentioned the Aravalli, the Vindhya, the Satpuras, the Maikal and Ajanta. The Peninsula is flanked on one side by the Eastern Ghats, about 1,500 ft. high and on the other by the Western Ghats or Sahyadri, generally 3,000 ft. high, but in places rising even to 9,000 ft. The Western Coastal strip is very narrow while the Eastern one is comparatively far broader. The plateau of peninsular India is the highest on the western edge bordering the Western Ghats and slopes down towards the east, the Eastern Ghats forming the eastern boundary of the plateau. The Western Ghats are comparatively higher in the South in the Nilgiris and the

Pravancore Hills. Between the Ghats and the sea, there are coastal plains interspersed with hills. The Eastern Coastal plains are generally broader than the Western ones.

Towards the north of the plateau, are the west to east mountain ranges of Satpuda and the Vindhya, the Mahadev Hills and the Maikal Hills. The plateau has geological stability and is said to be remarkably immune to the seismic disturbances of any intensity, the basal complex of this being of metamorphous rocks of the earliest periods.

4. *The Climate.*—The climate is entirely monsoon tropical, notwithstanding local variations, such as winter rains in north west. Cold weather, with regional variations, usually begins from October and continues to the end of February and the hot weather lasts from March or April to June or July, and the hot weather rainy season starts usually by the middle of June and continues up to the end of September or October. The meteorological department observes the four seasons :—(i) Season of cold weather from December to March, (ii) Season of hot weather from April or March to June, (iii) the rainy season from June to September, and (iv) the season of retreating Western monsoon from October to November.

During winter, the air over the country is mainly of low temperature and of low humidity and the season is known as the north east or winter monsoon. In the summer months of June to September, the winds blow generally from the sea to land and the season is of much humidity, and therefore cloudy and rainy. It is known as the south west monsoon season. Between these two principal seasons are the transition seasons of (a) hot weather months of April and May, and (b) the retreating monsoon months of October and November. The effect of these, of course, varies in the different districts according to their location and topography.

The regions getting more than 50" of rains are mainly the Western Coast, Bengal, Assam and the Himalayas. Those getting between 40" and 50" are the north eastern parts of the middle Gangetic Valley and those getting between 20" and 40" are Madras, South and North West Deccan and the Upper Gangetic Plain.

Owing to the great size and position of India there are many striking contrasts of meteorological conditions in different parts of the country. In the north west lies the great Thar desert with an average rainfall of less than 5", while in the north east Khasi Hills, the average annual rainfall is 425" at Chirapunji.

The same contrast is noticeable in regard to the mean minimum and maximum temperatures as also the minimum and maximum recorded temperatures. There are areas in Kashmir that have recorded a minimum temperature of several degrees below freezing point while there are others in Rajasthan, where it has shot up over 120°F. In some areas, the range is very small, for example, at Cochin in Kerala on the Western Coast, the mean maximum temperature does not go above 89°F. in any month and the mean minimum is rarely below 73°F., a difference of only 16°F. But at Ganganagar in Rajasthan, the mean maximum rises up to 108°F. in summer and the mean minimum to 38°F. in January, giving a range of 70°.

As already mentioned, India exhibits great diversities of climate. In North India, Assam in the east with its dampness and Rajasthan in the west with its dryness present extreme contrasts. In the Punjab, there is pronounced continental climate with extreme summer heat and winter cold while in the southernmost districts—those in Kerala for example—there is almost unvarying heat with great humidity throughout the year. Between these extremes lie the other cases. A further variety is introduced by the hills and the valleys. With all these and consequential geographical control on human habits, there is still a unity in this diversity.

The State Reports deal at certain length with details regarding rainfall, temperature, humidity, the mineral resources, soil, etc., in the different districts with reference to the occupation of the people there and their inter-action on the socio-economic conditions, which in their turn, may be indirectly, have their effect on education also. Space does not permit any detailed discussion here. In order, however, to present the proper background of the natural conditions, the various sub-regions and their divisions are given below :

5. *The Sub-regions.*—The five regions already mentioned are sub-divided as follows :

- (1) The Himalayan Region, sub-divided into two sub-regions—Western Himalayan and Eastern Himalayan ;
- (2) The Northern Plains with the sub-regions of the Lower Gangetic Plains, the Upper Gangetic Plains, the Trans-Gangetic Plains and the Desert ;
- (3) The Peninsular Hills and Plateau Region having the sub-Regions of the North Western Hills, the North Central Hills and Plateau, the North Eastern Plateau, the North Deccan Plateau and the South Deccan Plateau ;
- (4) The Western Ghats and Coastal Regions having the sub-regions of the Gujarat and Kathiawar, Malabar and Konkan ; and
- (5) The Eastern Ghats and Coastal Regions comprising of the sub-regions of the North Madras and Orissa Coast and South Madras.

These sub-regions are further divided into divisions and thus the whole of India for purposes of Census is divided into 52 divisions.

1.1. *The Western Himalayan Sub-Region.*—The sub-region of Western Himalayan is predominantly mountainous, varying in elevation from 2,000 ft. at Dehra Dun bordering the plains in the south to about 21,500 ft. in parts of the Chamba district in the Himachal Pradesh.

Naturally, therefore, the climate of the region is not uniform and there are considerable variations in the rainfall and temperature from place to place. There are two rainy seasons, one from December to March and the other from mid-June to mid-September due to the monsoons. The fall in temperature is generally associated with snow-fall, the snow-line coming down occasionally to 4,000 ft. This causes blockades and transport becomes extremely difficult creating in its trail consequential difficulties in educational administration also. In,

summer season of March to May, some of the valleys and lower elevations experience great heat, but the hill stations like Srinagar, Simla, Mussourie, etc., remain cool and pleasant, though thunder-showers occur occasionally. A good part of the annual rainfall occurs during the monsoon period, particularly during July and August. October and November are the driest.

This is divided into four divisions in the Census, namely, (a) Himalayan Uttar Pradesh, comprising of the districts of Pauri Garhwal, Tehri Garhwal, Nainital, Almora and Dehra Dun from Uttar Pradesh, (b) Himachal Pradesh, comprising of the districts of Mahasu, Sirmur, Chamba, Mandi and Bilaspur from Himachal Pradesh, (c) Himachal Punjab, comprising of the districts of Kangra and Simla from Punjab, and (d) Jammu & Kashmir, comprising of the districts of Anantnag, Baramula, Doda, Jammu, Kathua, Ladakh, Poonch and Rajouri, Srinagar and Udhampur from Jammu and Kashmir.

1.2. *The Eastern Himalayan Sub-Region.*—The sub-region of Eastern Himalayan includes six divisions from Assam, Bengal, Manipur and Tripura, viz., (a) the Assam Plains, comprising of the districts of Cachar, Goalpara, Kamrup, Darrang, Nowgong, Sibsagar and Lakhimpur from Assam, (b) Assam Hills, comprising United Khasi and Jaintia Hills, Naga Hills, Lushai Hills, Garo Hills, Mikir and North Cachar Hills, Mishmi Hills, Abor Hills, Tirup Frontier Tracts and Balipara Frontier Tracts from Assam, (c) Manipur, (d) Tripura, (e) Himalayan West Bengal comprising Darjeeling, Jalpaiguri and Cooch Bihar from West Bengal, and (f) Sikkim.

In this region, the Sinchula hills in the Himalayan West Bengal division rise abruptly towards heights varying between 4,000 ft. to 6,000 ft. The Assam hill ranges which project at right angles from the Burmese Yomas separate the valley of Brahmaputra from that of Burma. These ranges include the Khasi Jaintia Hills, The Naga Hills and the Garo Hills with summits ranging from 5,000 to 6,000 ft. The Lushai Hills which divide Burma from Assam run at right angles to the Assam range in parallel regions. The Manipur valley has a general elevation of 2,500 ft. with some peaks over 13,000 ft. In Tripura, on the other hand, the country is broken up by a number of hill ranges with marshy valleys in between. The hills do not, in general, exceed 2,000 ft. The Assam plain is formed by the valley of the mighty Brahmaputra.

The climate of this sub-region is characterised by coolness and highly humid atmosphere. The rainfall is abundant and never failing over most of the area, being over 75". Owing to the peculiar configuration of the hills, the rainfall of course varies from place to place giving the world record of 425" per year at Chirapunji while in Lanka in the Nowgong district, it is only 48". December to February is the coldest season when the early morning temperatures in the hills sometimes fall several degrees below freezing point, resulting in frosts. Thick fog occurs in river valleys and persists quite late in the morning. Light rainfall occasionally occurs in January and February along the hills increasing towards north east Assam. March to May is a season of severe thunder-squalls being, of course, more common near the hills, June to September is the rainiest

season when heavy rainfall occurs on the southern faces of the hills. The rivers are flooded due to heavy rains in this region. These facts have their influence on the formation of the school areas.

2.1. *The Lower Gangetic Plains.*—The sub-region of Lower Gangetic Plains which includes some of the east Uttar Pradesh districts and the whole of Bihar and some districts of West Bengal is in general sloping gradually from west to east and is traversed by the river Ganga and her tributaries.

The cool weather season starts by the middle of November and continues till the end of February. The winds blowing from north-west or west are light and the weather is cool and pleasant and practically without rains. January is generally the coldest month and the mean minimum temperature varies from 45°F. to 50°F. in east Uttar Pradesh and Bihar, and 50°F. to 55°F. in the West Bengal plains. Sometimes, when cold waves set in, the minimum temperature at some of the stations in Uttar Pradesh division and adjoining north Bihar plains comes down to almost freezing point. The temperature starts rising from March till the onset of South West monsoon. May is the hottest month in each Uttar Pradesh division and Bihar. During the hot weather months of March to May, thunder-storms accompanied by the rain are quite frequent in West Bengal. The monsoon starts by the middle of June and continues till about September, the total rainfall ranging from 35" to 55". The temperature starts falling from October and the weather again becomes cool and pleasant.

This consists of four divisions, namely, (a) West Bengal Plains comprising of the districts of Hooghly, Howrah, 24 Parganas, Calcutta, Burdwan, Birbhusu, Bankura, Midnapur, Nadia, Murshidabad, Malda, Chandranagar and West Dinajpur of West Bengal. (b) North Bihar Plains, comprising of the districts of Saran, Champaran, Muzaffarpur, Darbhanga, Purnea, Saharsa and Monghyr (North) from Bihar. (c) South Bihar Plains, comprising of the districts of Patna, Gaya, Shahabad, Bhagalpur and Monghyr (South) from Bihar, and (d) East Uttar Pradesh Plains, comprising of the districts of Gorakhpur, Basti, Gonda, Bahraich, Deoria, Varanasi, Jaunpur, Ghazipur, Ballia and Azamgrah from Uttar Pradesh.

2.2. *The Upper Gangetic Plains.*—This sub-region forms part of the alluvial plains of North India and is traversed by the rivers Yamuna and the Ganga and their tributaries, running from north west to south east.

The region is subject to the vicissitudes of rainfall. The period December to February is cold, the mean temperature in January ranging to about 43°F. to 47°F. The north west winds are dry, the sky is clear and the weather is bright. The area is overrun by cold waves sometimes when temperature reaches nearer that of freezing point in some places. The temperature starts rising from March till the middle of June. May being the hottest month with dust storms. The onset of the south west monsoon takes place by the middle of June and continues up to September the rainfall varying from 20" to 40" in different parts. October and November are generally the transition months and temperature gradually starts falling. Light winds begin to blow from the west till they become the steady cold winds of the winter months.

This region consists of two divisions, namely, (a) Central Uttar Pradesh Plains, comprising of the districts of Kanpur, Fatehpur, Allahabad, Lucknow, Unnao, Raebareli, Sitapur, Hardoi, Faizabad Sultanpur, Partabgarh and Barabanki, from Uttar Pradesh, and (b) Western Uttar Pradesh Plains, comprising of the districts of Saharanpur, Bareilly, Bijnor, Pilibhit, Rampur, Kheri, Muzaffarnagar, Meerut, Buland Shahr, Aligarh, Mathura, Agra, Mainpuri, Etah, Budaun, Moradabad, Shahjahanpur, Etawah and Farrukhabad from Uttar Pradesh.

2.3. *The Trans-Gangetic Plains.*—This sub-region including the Punjab Plains and the Rajasthan Plains and some low-lying areas in the north of Madhya Pradesh is traversed by the rivers Ravi, Bias, and Sutlej flowing from north east to south west. They are shallow and slow in the dry season, but in the rainy season, they are fed by monsoon rains and the melting of snow over the Himalayas and then they are full and run in torrents. On an average, the area is about 600 to 1,500 ft. above sea level, excepting in the south west, where a part of the Aravali ranges, the great Rajasthan water-shadow enters into the Ajmer Division. To the east of this water-shadow is the river Banas rising in the Aravali and flowing northeastward to join the river Chambal, a tributary of the Yamuna.

During the cold weather season of December to February, cold dry winds from the west blow over the area. January is the coldest month with mean temperature of about 41° to 47°F. The sub-region during this season gets some rain, essential for winter crops. During the occasional cold waves temperature sometimes goes below the freezing point. From March onwards, the temperature begins to rise and the atmosphere becomes dry. May is generally the hottest month when the mean maximum temperature is about 103°F. to 106°F. Dust storms bring about a fall in temperature which sometimes culminates in a shower in May and June. The onset of the south west monsoon takes place in the southern portion towards the end of June. The area gets most of its rainfall during June to September. The average rainfall over the area varies from 10" to 30". October and November are the transition months with fine weather with light, cool, refreshing winds.

This sub-region consists of six divisions, namely, (a) The Punjab Plains, comprising of the districts of Ambala, Gurdaspur, Hoshiarpur, Amritsar, Jullundur, Ludhiana, Ferozepur, Karnal, Hissar, Rohtak and Gurgaon from Punjab, (b) PEPSU, comprising of the districts of Patiala, Bhatinda, Mohindargarh, Kapurthala and Sangrur of Punjab, (c) Delhi, (d) East Rajasthan Plains, comprising of the districts of Jaipur, Tonk, Sawai Madhopur, Bharatpur, Alwar, Sikar, Bhilwara and Jhunjhunu from Rajasthan, (e) Madhya Bharat Low Land, comprising of the districts of Bhind, Gird (Gwalior) and Morena from Madhya Pradesh, and (f) Ajmer district from Rajasthan.

2.4. *The Desert.*—The desert region including some of the regions of Rajasthan, viz., Ganganagar, Bikaner, Churu, Jodhpur, Barmer, Jalore, Pali, Nagaur and Jaisalmer, has a peculiar, characteristic feature of climate, with its dryness and extremes of temperature. The erratic and fitfull rainfall varies during the monsoons from about 5" in Jaisalmer to about 15" in Nagaur. Most of the rain that falls is during the months of July and August. There have been years

in which one or other of these months has been completely dry in some parts of this division. The winter is very cold and frequently the temperature falls below the freezing point, thus injuring trees and vegetation by frost. The sudden and excessive changes are very trying. The mean daily maximum temperature in January, the coldest month of the year, varies from 68°F. at Ganganagar to 72°F. at Bikaner while the mean minimum temperature at Ganganagar is 38°F. and at Bikaner 47°F. During the winter period, December to February, a little rain falls in this area—of course more so in the north than in the south—in association with the western disturbances. The hot season prevails from April to July with a temperature of about 105°F. to 107°F. during day. The heat during some months is scorching. Ganganagar has once recorded a temperature of 122°F. in June. After the withdrawal of the monsoon by the first week of September, there is generally the second hot season extending to the end of October. The cold weather sets in only by the end of November.

3.1. *The North West Hills Sub-Region.*—The south eastern hill areas of Rajasthan and the hills of the Madhya Bharat plateau form the north west hills sub-region. It consists of four divisions, *viz.*, (a) The Rajasthan Hills, comprising of the districts of Udaipur, Dunargarh; Banswara and Sirohi from Rajasthan, (b) The Rajasthan plateau, comprising of the districts of Chitorgarh, Kotah, Bundi and Jhalawar from Rajasthan, (c) The Madhya Bharat Plains, comprising of the districts of Shivpuri, Guna, Mandsaur, Rajgarh, Shahajpur, Ujjain, Ratlam, Bhilsa, Indore and Dewas from Madhya Pradesh, and (d) the Madhya Bharat Hills, comprising of the districts of Dhar, Jabua and Nimar from Madhya Pradesh.

The Aravali hills running north east to south west form the north western boundary and the Vindhya and the Satpudas running east-west form the southern boundary. Mount Abu in Aravallis is 5,650 ft. above sea level.

The climate of this region is, on the whole, healthy, the plateau being noted for its cool nights even in the hot season. Hot winds and dust storms are experienced in the western parts during the hot weather season but they are much milder than in the Rajasthan desert. The rainfall is generally about 30". December to February is the season of clear, bright weather interspersed by brief spells of cloudy weather but with very little rain. March to May is a season of continuous rise in temperature, May being the hottest. Dust and thunder storms occur towards the end of this season. The Monsoon is active during July and August and part of September. After the withdrawal of the monsoon, dry northerly breezes set in and generally clear and slightly warmer weather prevails and nights become progressively cooler.

3.2. *The North Central Hill and Plateau.*—This sub-region consists of Uttar Pradesh hills and plateau, part of Vindhya Pradesh, Bhopal and north west parts of the former Madhya Pradesh. It comprises of four divisions, *viz.*, (a) Uttar Pradesh Hills and Plateau with the districts of Jhansi, Jalaun, Hamirpur, Banda and Mirzapur from Uttar Pradesh, (b) Vindhya Pradesh with the districts of Sindi, Rewa, Satna, Shahdol, Datia, Chhattarpur, Tikamgarh and Panna

from Madhya Pradesh, (c) Bhopal, with the districts of Sehore and Raisen from Madhya Pradesh, and (d) North West Madhya Pradesh with the districts of Mandla, Sagar, Jabalpur, Hoshangabad, Betul, Chindwara and Nimar.

It is traversed by a number of ranges running from the southwest to northeast. In general, the southern portion is at a higher elevation and slopes gradually towards the north. Pachmarhi on the Mahadev hills is at a height of about 3,500 ft.

During the cold weather season from December to February, in some parts there is slight rainfall of a couple of inches. December is generally the coldest month of the year with a mean minimum temperature ranging between 46°F. and 54°F. It rises from March till May which is the hottest, when the mean maximum temperature ranges between 104°F. to 109°F. By the middle of June, the onset of southwest monsoon accompanied by thunderstorms gives heavy downpours. The area gets most of its rainfall in the four months of July to September, varying from 25" to 55".

3.3. *The North East Plateau.*—This includes Chota Nagpur and some districts of Orissa and certain parts of Madhya Pradesh. It comprises of three divisions, viz., (a) Chhota Nagpur consisting of the Bihar districts of Hazaribagh, Ranchi, Dhanbad, Palamau, Singhbhum and Santhal Parganas, (b) East Madhya Pradesh, consisting of the districts of Bhandara and Chanda from Bombay State and Balaghat, Raipur, Bilaspur, Drug, Bastar, Raigarh and Sarguja from Madhya Pradesh, and (c) Orissa Inland, consisting of the Orissa districts of Mayurbhanj, Keonjhar, Dhenkanal, Sundergarh, Phulbani, Ganjam Agency, Sambalpur, Bolangir, Kalahandi and Koraput.

The Maikal range runs through the north eastern part of this sub-region. The range is continued northeastwards at Korea hills and ends at Pareshnath Hills in Chhota Nagpur. It is generally at higher elevation in the north, being about 2,000 to 4,000 ft. Amar Kantik in the Maikal range is about 3,493 ft. above sea level. The area generally slopes southwards or southeastwards. The remaining portion of the sub-region is at a height of about 500 to 1,500 ft. above sea level.

December is the coldest month when the mean temperature ranges from 50° to 55°F. There are slight rains in February. The hot season commences in March and lasts till the onset of the south west monsoon, May being generally the hottest month, when the mean maximum temperature ranges between 99°F. and 107°F. Thunderstorms are quite frequent during the hot season, and some of them result in rain. The south west monsoon starts by the middle of June and continues up to September, giving rain varying from 40" to 60".

3.4. *The North Deccan Sub-Region.*—This sub-region of Peninsular Hills and Plateau includes the districts of Bombay Deccan and Telenganna districts of Andhra Pradesh and Vidarbha area. It consists of three divisions, viz., (a) South West Madhya Pradesh, comprising of the districts of Amravati, Buldana, Akola, Yeotmal, Wardha, and Nagpur from the Vidarbha area of Bombay State, (b) North Hyderabad, comprising of the districts of Aurangabad, Parbhani, Nanded, Bhir and Osmanabad from the Marathwada area

of Bombay State and Bider from Mysore, and (c) Bombay Deccan North, comprising of the districts of East Khandesh, West Khandesh, Dangs, Nasik, Ahmednagar, Poona, North Satara, South Satara, Kolhapur and Sholapur from Bombay.

The area forms the north western part of the Peninsular Plateau and is bounded on the north by the Satpuras and on the west by the Western Ghats. The area generally slopes from west to east except in the north where the river Tapti flowing westward enters into the Arabian Sea. As a major portion of this sub-region lies in the rain-shadow of the Ghats, except along a narrow strip near the Ghats, the area is dry and rainfall low. The cold weather continues up to the end of February, December being the coldest month when the mean minimum temperature varies from 52°F. to 61°F. The hot weather continues from March till the onset of the monsoons in June. The maximum temperature ranges between 101°F. to 109°F. The north eastern part of this sub-region, *viz.*, Vidarbha area is one of the hottest parts in India during summer. Though the heat is scorching during day, the nights are comparatively cool. Except for occasional thunderstorms, the weather is generally dry. The south-west monsoons start giving spells of wet days by the middle of June and continues up to September. It is naturally heavier in the mountainous areas of the west and scanty and less regular further east. Mahabaleswar on the Ghats receives a rainfall of 261" per year, but areas at a distance of few miles east from it receive only about 20". From October dry weather prevails.

3.5. *The South Deccan.*—This sub-region in the Peninsular Hills and Plateau region includes the four divisions, *viz.*, (a) South Hyderabad comprising of the Telengana districts of Hyderabad, Mahbubnagar, Adilabad, Nizamabad, Medak, Karimnagar, Warangal and Nalgonda of Andhra Pradesh, and Raichur and Gulbarga from Mysore, (b) Bombay Deccan South, comprising of the districts of Belgaum, Bijapur, and Dharwar from Mysore, (c) Mysore, comprising of the districts of Bangalore, Kolar, Tumkur, Mysore, Mandya, Chitaldrug, Hassan, Chickmagalur and Shimoga from Mysore, and (d) Madras Deccan, comprising of the district of Bellary from Mysore and Anantpur, Cuddapah and Kurnool from Andhra Pradesh.

The elevation is about 1,000 to 2,000 ft. in the north and 2,000 to 3,000 ft. in the south with a general slope towards the east and as a result, the rivers traversing the regions drain into the Bay of Bengal. It is practically enclosed within the Western and the Eastern Ghats and receives much less rainfall than the regions to its west and east. The annual rainfall is hardly 20" to 30". March to May is the hot season, when, with the increase in moisture content of the atmosphere, the weather becomes oppressively hot. This is particularly so over the Madras Deccan and the Andhra area where the average maximum temperature during May is about 110°F. There are thundery days in Mysore accompanied by heavy squalls and occasionally with gale in Mysore and Bombay Deccan division. The south west monsoon sets in in the first week of June and continues up to the end of September. The retreating monsoon continues to give rain in Mysore and adjoining Deccan plateau in the months of October and November. The storms from the Bay of Bengal also cause widespread rain in the division.

41. *The Gujarat-Kathiawar Sub-Region.*—The North Eastern highland consist of portion of Satpudas, the Vindhya and the Gujarat Malwa Hill ranges. The sub-region is divided into three divisions, viz., (a) Bombay-Gujarat, with the Bombay districts of Banaskantha, Sabarkantha, Mehsana, Ahmedabad, Kaira, Panchmahals, Baroda, Broach, Surat and Amreli, (b) Saurashtra, comprising of the districts of Halar, M. Saurashtra, Zalawad, Gohilwad and Sorath, and (c) Kutch. The major rivers, including the Narmada and the Tapti drain into the Gulf of Cambay.

Most of the rain, amounting to about 30" to 40" occurs during the south west monsoon season of June to September; it is higher in the highlands. Further north it is only about 20". Kutch is practically semi-desert with less than 20".

The cold weather season commences in December and continues up to March. January to March are marked for heavy dew and thick fogs in early mornings. During March to May the days become progressively hot, with a maximum day temperature between 95°F. to 105°F. In the Saurashtra coast, it, however, becomes less when the monsoon starts from June to September, July is the rainiest month. Clear weather generally prevails but the heat becomes again excessive in October before the weather starts cooling down.

42. *The Malabar-Konkan Sub-Region.*—This includes the entire west coast of the Indian Peninsula to the south of the Damanganga river, i.e., (a) Greater Bombay, (b) Bombay Konkan, comprising of the districts of Thana, Kolaba, and Ratnagri of Bombay and South Kanara of Mysore, (c) West Madras, with the districts of Cannanore, Kozhikode and Palghat from Kerala, South Kanara from Mysore and Nigiris from Madras, (d) Travancore-Cochin, comprising of the Kerala districts of Trivandrum, Quilon, Kottayam and Trichur and (e) Coorg, from Mysore State.

The principal feature of relief is the main chain of Western Ghats which runs north to south roughly parallel to the coast. The sub-region comprises hilly areas of very varying topography and consequent wide variations of climatic conditions. It is severely oppressive during the summer. The south west monsoon rainfall is heaviest here for the whole of India excepting the sub-mountain regions of Bengal and Assam, being over 100" along the west coast from Bombay to Cochin and at some places in Coorg, and on the Cardamom hills it is over 200". The North East monsoon continues up to the middle of December in the southern half, that is to the south of Mangalore. Up to February, the climate is dry, the temperature in the plains in the morning being 60°F. Occasionally in December, cyclonic storms from the Bay of Bengal affect the weather in the southern parts. The weather becomes oppressively hot from March to May, unbearable due to the increasing moisture, excepting at hill stations. The average maximum temperature in the plains is 90°F. to 95°F. The south west monsoon starts over the Kerala Coast towards the end of May and over the Konkan coasts by the beginning of June. The main rainfall season is June to September. During the north east monsoon months of October and November, the intensity of rainfall slightly increases towards the south and on the eastern side of the Western Ghats.

5.1. *The North Madras and Orissa Coastal Sub-Region.*—It comprises two divisions, viz., (a) Orissa Coastal, with the Orissa districts of Balasore, Cuttack, Puri and Ganjam Plain, and (b) North Madras with the Andhra Pradesh districts of Srikakulam, Visakhapatnam, Godavari East, Godavari West, Krishna, Guntur and Nellore.

The average height of the Eastern Ghats in this area is about 2,000 ft. though some peaks rise to over 5,000 ft. March to May is the summer season, May being the hottest. The Southwest monsoon lasts from June to September giving $\frac{3}{4}$ th of the annual rainfall, and the north east monsoon starting in October gives rainfall in the southern parts and the coastal regions.

5.2. *South Madras Sub-Region.*—This sub-region comprises the districts of North Arcot, Salem, Coimbatore, Tiruchirapalli, Madurai, Chingleput, Madras, South Arcot, Tanjore, Ramanathapuram and Tirunelveli from Madras and Chittoor from Andhra Pradesh, and is flanked on the west and north west by the Western and Eastern Ghats and bordered on the east and south east by the Bay of Bengal and the Gulf of Mannar. The western and north western portion of this division consist of hilly country where the land drops rather abruptly near the hills and later slopes gradually towards the sea. There are several isolated hills also.

Kaveri is the chief river which traverses this region. Palar, Pennayar and Vaigai are the other rivers flowing from west to east into the Bay of Bengal. Except for the small opening of the Palghat gap of about 20 miles wide, the entire division is hidden by the Western Ghats from the full blast of the south west monsoons. In January and February, the temperature varies from 65°F. to 70°F. in plains and 70°F. to 75°F. near the coast. The average minimum temperature is 47°F. Summer continues from March to May, April and May being the hottest with an average maximum temperature of 100°F. The average maximum temperature of Kodaikanal is 68°F. which makes it a fine summer resort. Thunderstorms are frequent in April and May. June to September is a season of strong winds from the west opposite Palghat gap. The season does not give much rain over the area except through the Palghat gap. August and September give about 5" to 6" of rain in the interior. October to December, however, is the main rainy season giving 60% of the annual rainfall.

These are the broad physical and climatological features which widely vary according to the local geographical features. They have their own bearing on the school terms, the school vacations and the school sessions in the different months of the year. As these have their influence on the general living conditions in the regions, they are bound to have their effect in some form or another on the school administration. They have certainly some bearing on the type of school buildings, the measures to be adopted for ensuring enrolment and the distance which the child can be expected to walk in the different regions. These were also to be taken into consideration while delimiting the school areas.

The data, however, could be compiled not according to the natural regions, but according to the administrative units at different levels such as the revenue circles, *Anchals* or Blocks, *Talukas*

or *Tehsils*, districts and then the States. The 1951 Census gives the figures according to the administrative divisions then in existence. However, due to the reorganisation of the States, some of the States and districts had undergone considerable changes and so it was essential in the first place to carry out the corresponding changes in the Census data to arrive at the requisite figures as on 31st March, 1957 for the present administrative units. For this purpose, it was essential to find out what changes took place in the different States so that the number of urban and rural habitations in the different reorganised States could be correctly found out. The next chapter deals with this aspect of the problem, namely, the reorganised States.

The Reorganised States

1. *Through Stages of Integration and Reorganisation.*—Before Independence there were in a sense two Indias—the British India and a large number of Indian States. This was an administrative set-up shaped not by any rational or scientific planning but by the military, political and administrative exigencies and conveniences of the foreign rulers. By the merger and integration of these native states by 1950 when the new Constitution came into force, the 216 States with a population of about 170 lakhs were merged in the then Part A States, 275 native States with a population of about 350 lakhs were integrated to form new Part B States. Hyderabad, Jammu and Kashmir, Mysore, Rajasthan, Madhya Bharat, Travancore-Cochin, Saurashtra and Pepsu became Part B States and 61 native States with population of about 70 lakhs were formed into Centrally Administered Areas known as Part C States. The census reports before 1951 gave figures from undivided India under the British rule, grouped under the various provinces and princely native States, while the 1951 Census report gives the figures according to the then States in Free India. The States have grown to the present shape, size and form, through successive changes and stages of integration of native states since Independence and of reorganisation of the States for administrative convenience.

The 1951 census relates to all States, Union Territories and Sikkim except (a) Jammu and Kashmir where owing to special conditions then prevailing the census was not taken, and (b) certain parts of Part B Tribal Areas of Assam. The Education Reports of this year give facts and figures for the following:

- (A) *Part A States.*—Assam, Bihar, Bombay, Madhya Pradesh, Madras, Orissa, Punjab, Uttar Pradesh and West Bengal.
- (B) *Part B States.*—Hyderabad, Madhya Bharat, Mysore, PEPSU, Rajasthan, Saurashtra, Travancore-Cochin.
- (C) *Part C States.*—Ajmer, Andaman and Nicobar Islands, Bhopal, Bilaspur, Coorg, Delhi, Himachal Pradesh, Kutch, Manipur, Tripura and Vindhya Pradesh.

2. *The Changes Since 1951.*—The educational statistics in the present survey being as on the 31st of March, 1957 considerable changes in the territorial boundaries of the *tehsils*, districts and states that took place since 1951 to 1957 had to be noted. This was necessary firstly to ensure that every town and village noted in the 1951 census was accounted for in its appropriate new territorial unit and secondly to obtain their population figures, which of necessity had to be as in the 1951 census.

In the first place, the old state of Madras was divided on October, 1, 1953 into two new States, Madras and Andhra. Chandranagore, the former French possession, when it became a part of India, was merged in West Bengal as a result of the Chandranagore (Merger)

Act of 1954. This, however, is not reflected in the present Survey statistics as West Bengal did not participate in the Survey and as such the figures for West Bengal could not be included in the all-India tables.

Before the reorganisation of the States on the 1st November 1956, there were ten States, specified in the First Schedule of the Constitution as Part A States, eight as Part B States, nine Part C States and one Part D Territory.

The situation regarding the formation of the different States was very carefully examined by the States Reorganization Commission and on the 1st November 1956, new States were formed and the former administrative units were rearranged and re-formed. These are more or less linguistically homogeneous units, Bombay being the only bi-lingual State with Gujerati and Marathi districts. The former Gujerati districts of Saurashtra and Kutch and the Marathi districts of Madhya Pradesh (*viz.*, Vidarbha), and of Marathawada of Hyderabad were added to the old Bombay State.

As a result of the States Reorganization Act of 1954, there was thus a complete reorganisation of States on 1st November 1956. Changes also took place on account of the Bihar and West Bengal (Transfer of Territories) Act of 1956.

3. *The Reorganised States.*—As a result of Reorganisation of States in place of the former 10 Part A States, 8 Part B States, 9 Part C States and one Part D Territory, there are the following 14 States and 6 Union Territories and one other area :

The States.—(1) Andhra Pradesh, (2) Assam, (3) Bihar, (4) Bombay, (5) Jammu and Kashmir, (6) Kerala, (7) Madhya Pradesh, (8) Madras, (9) Mysore, (10) Orissa, (11) Punjab, (12) Rajasthan, (13) Uttar Pradesh, (14) West Bengal.

The Union Territories.—(1) Delhi, (2) Himachal Pradesh, (3) Manipur, (4) Tripura, (5) Andaman & Nicobar Islands, (6) The Laccadive, Minicoy and Amindivi Islands.

Only a few changes took place in Bihar, Madras, Rajasthan, Himachal Pradesh and West Bengal but a good many changes took place in Bombay, Madhya Pradesh and Mysore, Andhra Pradesh and Kerala are, in a sense, new States.

In this States reorganisation, territorial changes took place in Assam, Jammu & Kashmir, Orissa, Uttar Pradesh, Delhi, Manipur, Tripura, Andaman and Nicobar Island and Sikkim.

4. *The Reorganised Andhra Pradesh.*—Andhra Pradesh is formed of former Andhra State with the Telengana districts of the erstwhile Hyderabad State. The districts of Anantpur, Chitoor, Cuddapah, East Godavari, Guntur, Krishna, Kurnool, Nellore, Shrikakulam, Vishakhapatnam and West Godavari together with Alur, Adoni and Rayadrag *talukas* of Bellary (the first two now merged in Kurnool and the last named in Anantpur District) came from Madras State. From Hyderabad came the districts of Adilabad (except one circle and two *talukas* that went to Nanded District of Bombay State),

Hyderabad, Karimnager, Medak, Mehabubnagar, Nalgonda, Nizamabad and Warrangal. Besides these, Alampur and Gadwal *talukas* of Raichur district (now in Mysore State) and Kodangal of Gulbarga (again of Mysore State) have been merged in Mehabubnagar. Tandur taluk of Gulbarga district has been merged in Hyderabad district, Zahirabad *taluk* (except Nirna circle), Nyalkal circle of Bidar *taluk* and Narayankhed *taluk* of Bider district have been merged in Medak district. Bichkonda and Jukkall circles of Deglur *taluk* have gone to Nizamabad district and Mudhol, Bhiansa and Kuber circles of Mudhol *taluk* of Nanded district, now in Bombay State, have been merged in Adilabad district. Andhra Pradesh thus forms a State of 22 districts, 8 forming Telangana area and 14 Andhra Area.

5. *The Reorganised Bihar*.—Bihar was slightly reduced by the transfer to West Bengal of a portion of Kishanganj sub-division and Gopalpur *thana*, both of Purnea district and Purlia sub-division of Manbhum district, excluding Chas *thana*, Chandi *thana* and Patamda police station of Barbhum *thana*. These portions comprised of 787 villages plus a complete police station of Golpokhar. It has now 17 districts instead of the former 18.

6. *The Reorganised Bombay*.—Bombay, which was formerly trilingual, became bi-lingual. The districts of Belgaum (excepting Chandgad *taluka*, which remains in Kolhapur district of Bombay), Bijapur, Dharwar and North Kanara went to Mysore State. The Abu Road *taluka* of Banaskantha which was predominantly Hindi went to Sirohi district of Rajasthan. To the former 14 Marathi Districts, including Greater Bombay, 13 new Marathi districts, eight from Madhya Pradesh and five from Hyderabad were added. From Madhya Pradesh were added the districts of (1) Akola, (2) Amravati, (3) Bhandara, (4) Buldhana, (5) Chanda, (6) Nagpur, (7) Wardha, and (8) Yeotmal. From Hyderabad came the districts of (1) Aurangabad, (2) Bhir, (3) Osmanabad, (4) Parbhani, and (5) Nanded, except Deghur *taluk* and Mudhol, Bhiansa and Kuber circles of Mudhol *taluk*. Besides these five districts, (a) Ahmadpur, Nilanga and Udgir *taluka* of Bidar district, (b) Kinawat and Rajura *taluks* and Islampur circle of Boath *taluk* of the Adilabad district now forming part of the Telangana area of the newly constituted Andhra Pradesh came to Bombay State. The three *talukas* of Bidar mentioned above are merged in the Osmanabad district while the portions from Adilabad district have been merged in Nanded district. Bombay now comprises of 43 districts instead of the former 28. The five districts of Saurashtra along with Kutch form the six districts of the Saurashtra region of Bombay State.

7. *The Reorganised Kerala*.—The new State of Kerala comprises the Travancore-Cochin State of 1951 with Malabar district (except Laccadive and Minicoy and Amindive Islands, now forming a separate Union Territory) along with Kasaragod *taluk* of South Kanara district also of Madras State added to it and the *talukas* of Agastheoswaram, Thovala, Kalkulam and Vilavankode of Trivandrum district now forming a new district of Kanyakumari in Madras State and Shenkotah *taluk* (excepting a few villages) of Quilon district, now merged in Terunelvelli of Madras State removed from it. It now comprises seven districts.

8. *The Reorganised Madhya Pradesh.*—As regards the reconstituted Madhya Pradesh as already stated, the eight Marathi districts of Vidarbha have gone to Bombay State while the whole of Madhya Bharat State (except Sunel Tappa of Bhanpura *Tehsil* of Mandsaur district now merged in Jhalawar district of Rajasthan), the whole of Bhopal and Vindhya Pradesh of 1951 and Sironj sub-division of Kotah district of Rajasthan, now merged in Bhilsa District have been added to it. It has now 43 districts.

9. *The Reorganised Madras.*—Madras as already stated gave its former Telugu districts to the Andhra State and the Kollegal *taluk* of Coimbatore district went to Mysore district. the four *talukas* from the Trivandrum district now form the new district of Kanyakumari and the territories comprised in the Shenkotah *taluk* have been merged as already stated, in Tirunelveli district of Madras. The present Madras State comprises 13 districts including the district of Madras, which is entirely urban.

10. *The Reorganised Mysore.*—To the already existing state of Mysore have been added (1) the four districts from Bombay State, (2) Gulburga district except Kodangal and Tandur *talukas* (3) Raichur district except Alampur and Gadval *talukas*, (4) Humnabad Bhalki and Santpura *tehsils*, of Bider *tehsil* except Nyalkal circle and Nirana circle of Zahirabad *tehsil* of Bider district included in Mysore district—all from Hyderabad State, (3) Bellary district except Adoni. Alur and Rayadrug *talukas*. South Kanara district (except Kasaragod *taluk* that went to Kerala) and Amindivi islands that went to the Union Territory—all from Madras State, and (4) the Coorg State as in 1951. Mysore has thus 19 districts now.

11. *The Reorganised Punjab.*—The only change in Punjab is that Patiala and East Punjab States Union (PEPSU) have been added to it. It has 17 districts.

12. *The Reorganised Rajasthan.*—In Rajasthan is already stated, the Sironj sub-division of its Kotah district went to the Bhilsa district of Madhya Pradesh. Ajmer as in 1951, Abu Road *taluka* of the Banaskantha district of Bombay State and Sunel Tappa of Bhanpura *tehsil* of Mandsaur district of former Madhya Bharat State got added to it. Ajmer remained a district, while the two other parts merged in the districts of Sirohi and Jhalwar respectively. It is a State of 26 districts.

13. *The Reorganised other States and Territories.*—As regards West Bengal, it gained what Bihar lost. Himachal Pradesh had an addition of one district, namely Bilaspur and L & M Islands in Malabar district and Amindivi Islands in South Kanara district of Madras now form the Union territory of the Laccadive, Minicoy and Amindivi Islands. It has 16 districts.

14. *The Abstracts of 1951 Census Figures.*—Thus formed the new 14 States and 6 Union Territories, 98 per cent of the population being including in the States and only two per cent in the Union Territories.

The very objective of the Survey required the identification and enumeration of the towns, villages and their hamlets as on the 31st of March, 1957, it was beyond the scope of the Survey to enumerate actually the population as in 1957, howsoever useful that information may be. That would have meant another census. The population of the towns and villages, as given in the 1951 census, was therefore recorded in the Survey statistics indicating of course, substantial deviations, if any, from the normal increase expected over the 1951 figures.

When the field-work of the Survey began, the 1951 census data realigned for the present territorial limits were not available but this has since been published in Census of India, Paper No. 1, 1957, giving the general population tables and summary figures (1951) district-wise, of reorganised States.

This is merely a recast of the original tables A-1 of the 1951 Census in Volume 1, Part IIA, Demographic Tables, in the layout of States existing on November 1, 1956. The table No. 2 on page 119 gives the area in square miles, the number of districts, number of towns and villages and the urban, rural and total population (1951 figures) in the reorganised States as on November 1, 1956.

Owing to special circumstances prevailing in Jammu & Kashmir the census was not taken in the State of Jammu and Kashmir in 1951. The population was enumerated as 4,021,616 at the 1941 census. It was estimated at 4.37 million as on 1-3-1950 under the Constitution (Delimitation of Population) Order, 1950. With reference to these figures the population of the State as on 1-3-1951 was estimated to be 4.41 millions. The figures for Jammu and Kashmir in the tables are estimates for 1951 and not actual counts. A point needs to be noted regarding the figures for Assam. Though in the census prior to 1951, the enumerations of the tribal areas of Assam was limited to the parts which fell in the plains area, in the 1951 census, the Naga Tribal Areas were included but the remaining Part B tribal areas of Assam were left out of the count at the 1951 census also. According to local estimates, the population of Part B tribal areas of Assam was about 0.56 millions. In the present Survey however, seven plain districts and 4 hill districts have been included.

15. *The Areas included in the Survey.*—As already pointed out the Survey includes the States of (1) Andhra Pradesh, (2) Assam, (3) Bihar, (4) Bombay, (5) Jammu & Kashmir, (6) Kerala, (7) Madhya Pradesh, (8) Madras, (9) Mysore, (10) Orissa, (11) Punjab, (12) Rajasthan, and (13) Uttar Pradesh and the Union Territories of (a) Delhi, (b) Himachal Pradesh, (c) Manipur, and (d) Tripura. The data for Assam pertains to eleven districts only and not to the Naga hills and N. E. F. A. The Punjab figures exclude 18 villages that could not be surveyed, being snow-bound during most of the period of the field-work there.

16. *The Districts.*—For administrative convenience the states have been divided into districts. The number of districts is naturally small in the Union Territories but in states it varies from 7 in Kerala to 51 in Uttar Pradesh. Bombay and Madhya Pradesh have 43 each, Rajasthan 26. Andhra Pradesh 22. Mysore 19. Bihar and Punjab 17

TABLE NO. 2.—Area, Districts, Towns, Villages and Population according to 1951 Census in the reorganised States on 1-11-56.

Sl. No.	States	Area in Square Miles	Number of			Population		
			Districts	Towns	Villages	Urban	Rural	Total
1	Andhra Pradesh	1,05,700	22	293	26,450	54,38,454	2,58,21,679	3,12,60,133
2	Assam	85,062	11	28	25,327	4,14,418	86,29,289	90,43,707
3	Bihar	67,113	17	168	67,970	26,26,261	3,61,57,517	3,87,83,778
4	Bombay	1,90,668	43	625	54,279	1,36,49,973	3,46,15,248	4,83,15,221
5	Jammu & Kashmir . . . . .	..	9	9	..	..	..	44,10,000
6	Kerala	14,937	7	88	4,597	17,80,076	1,17,69,042	1,35,49,118
7	Madhya Pradesh	1,71,300	43	202	70,034	31,32,937	2,29,38,700	2,60,71,637
8	Madras	50,174	13	295	18,351	73,15,396	2,26,59,540	2,99,74,936
9	Mysore	74,861	19	289	25,878	44,55,985	1,49,45,208	1,94,01,193
10	Orissa	60,250	13	39	48,398	5,94,070	1,40,51,876	1,46,45,946
11	Punjab	47,062	17	194	20,855	30,66,442	1,30,68,448	1,61,34,890
12	Rajasthan	1,32,098	26	227	31,704	29,55,275	1,30,15,499	1,59,70,774
13	Uttar Pradesh	1,13,423	51	486	1,11,722	86,25,699	5,45,90,043	6,32,15,742
14	West Bengal	33,885	16	120	38,471	62,81,642	2,00,20,744	2,63,02,386
15	Delhi	573	1	10	304	14,37,134	3,06,938	17,44,072
16	Himachal Pradesh	10,922	5	11	8,384	45,146	10,64,320	11,09,466
17	Manipur	8,629	1	1	1,601	2,862	5,74,773	5,77,635
18	Tripura	4,022	1	1	3,453	42,595	5,90,434	6,39,029
19	A. & N. Islands	3,215	..	..	201	8,014	22,957	30,971
20	L.M. & A. Islands.	42	..	..	10	..	21,035	21,035
21	Sikkim	2,744	..	1	99	2,744	1,34,981	1,37,725
	TOTAL	11,76,680	315	3,026	8,88,088	6,18,75,123	29,50,04,271	35,68,79,394

each, West Bengal 16, Madras and Orissa 13 each, Assam 11, Jammu & Kashmir 9 and Kerala 7, Himachal Pradesh 5 and Delhi, Manipur and Tripura one each making a total of 315 districts excluding NEFA and Naga Hills. As West Bengal did not participate in the Survey, only 299 districts are covered in the Survey.

17. *The Talukas and Tehsils.*—For administrative convenience, particularly from the revenue point of view, the districts in some states are divided into *Talukas* or *Taluks*, *Tehsils* and in some areas into Sub-divisions and Police *thanas* or *Anchals*. In Bombay these units are called *Talukas*, in Andhra, Madras, Mysore and Kerala they are called *Taluks*, in Assam the area is divided into *Thanas* and *Mouzas*, in Orissa in sub-divisions which are divided into *Thanas*, in Bihar in *Anchal-cum-blocks* and in the rest of the country into *Tehsils*.

The number of *Tehsils* as also the number of districts vary considerably from State to State. As would be seen from Table No. 1 at page 121 Bombay has the largest number of *Talukas*; Uttar Pradesh with its 226 and Rajasthan with 212 come next. Bihar has 574 *Anchal-cum-blocks* and Orissa has 292 *Thanas*, Madhya Pradesh has 190 *Tehsils*, Andhra Pradesh 179 and Mysore 170.

18. *Area.*—The figures for area according to different sources slightly vary. In the present Survey the figures given for the areas here are as furnished by the States Educational Survey Officers after carefully examining the figures available from the different sources such as the census records, the survey of land records and the like and which were treated by them as acceptable in view of the State's general policy and hence these figures are likely to differ slightly from the figures arrived at from any other source. As far as the present Survey is concerned, it was not considered worth the trouble to get the figures for the area duly reconciled by the process of additions and subtraction by accounting for the transfer of areas on account of reorganisation as that was beyond the scope of this Survey and was not in any way going to affect the results.

The total area of the country surveyed was according to these figures 11,35,475 sq. miles, 14,646 sq. miles i.e., 1.3% of the total area being urban and the remaining 98.7% i.e. 11,20,829 sq. miles being rural.

The six Union Territories are naturally the smallest compared to the other States. The Laccadive Island group is only 10 square miles and the other island group of Andaman and Nicobar only about 3,215 sq. miles. Delhi, which is mostly urban, covers only about 578 sq. miles, Manipur, which is to the south of Assam, is only about 8,622 sq. miles and Tripura in the South West of Assam is about 4,116 sq. miles. Himachal Pradesh, which is the largest among all the Centrally Administered Areas, is about 11,524 sq. miles.

Bombay with an area of 1,77,198 sq. miles is the largest and Madhya Pradesh with about an equal area, viz., 1,71,052 sq. miles is the second largest. Rajasthan with 1,31,943 sq. miles, Uttar Pradesh with 1,13,494 and Andhra Pradesh with 1,04,494 follow next. Kerala with 14,980 sq. miles is the smallest. Arranged in the ascending order the others to follow would be West Bengal with 33,945 sq.

miles, Assam (excluding NEFA and Naga Hills) with 45,767 sq. miles, Punjab with 45,789 sq. miles, Madras with 50,019 sq. miles, Jammu & Kashmir with 55,243 sq. miles. Orissa with 60,136 sq. miles, Bihar with 67,029 sq. miles and Mysore with 73,491 sq. miles.

It would be interesting and instructive for the Survey purposes to compare the size of administrative units and population centres in the different parts of the country from various aspects and to note the averages or central tendencies but before attempting this it is necessary first to arrive at the reconciled figures of the number of habitations, rural and urban, and their population as also the natural divisions, physical features, etc. of the reorganised states stating with the last named. These are discussed in the following chapters.

TABLE NO. 1
Administrative Units and Area

Sl. No.	States	No. of		Area in square miles			Percentage			Remarks
		Dist.	Talu.	Urban	Rural	Total	Urban	Rural	Total	
1	Andhra Pradesh	22	179	1,520	1,02,974	1,04,494	1.5	98.5	9.20	5
2	Assam . . .	11	105*	48	45,719	45,767	0.1	99.9	4.03	12
3	Bihar . . .	17	574**	426	66,603	67,029	0.6	99.4	5.90	7
4	Bombay . . .	43	412	5,545	1,71,653	1,77,198	3.1	96.9	15.61	1
5	J. & Kashmir	9	31	28	55,215	55,243	0.05	99.95	4.87	9
6	Kerala . . .	7	55	146	14,834	14,980	1.0	99.0	1.32	13
7	Madhya Pradesh	43	190	763	1,70,289	1,71,052	0.44	99.56	15.06	2
8	Madras . . .	13	103	1,590	48,429	50,019	3.2	96.8	4.41	10
9	Mysore . . .	19	170	1,930	71,561	73,491	2.6	97.4	6.47	6
10	Orissa . . .	13	49† 292††	192	59,944	60,136	0.3	99.7	5.30	8
11	Punjab . . .	17	72	449	45,340	45,789	1.0	99.0	4.03	11
12	Rajasthan . . .	26	212	442	1,31,501	1,31,943	0.3	99.7	11.62	3
13	Uttar Pradesh	51	226	1,450	1,12,044	1,13,494	1.28	98.72	10.00	4
14	Delhi . . .	1	1	87	491	578	15.05	84.95	0.05	17
15	Himachal Pradesh	5	29	22	11,502	11,524	0.2	99.8	1.01	14
16	Manipur . . .	1	13	4	8,618	8,622	0.05	99.95	0.76	15
17	Tripura . . .	1	45	4	4,112	4,116	0.1	99.9	0.36	16
	TOTAL . . .	299	@	14,646	11,20,829	11,35,475	1.3	98.7	109.00	

*Thanas and Mouzas.

**Anchal-cum-blocks.

†Sub-Divisions.

††Thanas.

@1738 Tehsils or Talukas plus 154 Thanas, and 574 Anchal-cum-blocks.

CHAPTER 15

The States—Geographical Control

1. *The Geographical Control.*—The natural regions according to the Census have already been discussed in Chapter 13 and the districts from the different States falling in these regions were also casually mentioned there. However, as the Survey statistics could be tabulated only according to the administrative units in the re-organized States, it may not be out of place even at the cost of some repetition to review in brief the geographical control—physical features, the climatic conditions, socio-economic factors and the like in the different parts of the re-organised States, so that the data collected could be interpreted in the light of these features. The physical features, the topography, the climate, the water systems, the transport facilities, the occupation of the people, the density of population and habitations—all affect the nature and extent of the provision of educational facility. Therefore, for a proper evaluation and appreciation of the facilities as they existed on the 31st of March, 1957 and the picture that would be obtaining after the suggestions made in this Survey are implemented, it is necessary to have some general idea regarding the geographical control in the different parts of each State. The States are taken below in their alphabetical order.

2. *Andhra Pradesh.*—The twenty-two districts of Andhra Pradesh form the eastern part of the Deccan Plateau. To its west lies the Mysore State and Bombay to the north west. The district of Bastar of Madhya Pradesh and the districts of Koraput and Ganjam from Orissa come to its north. Towards the east is the Bay of Bengal. The State can be divided into two parts, *viz.* the Coastal districts in the east and the uplands of the plateau sloping towards the east, lying on the western part. In the coastal parts lie the districts of Srikakulam, Vishakhapatnam, East Godavari, West Godavari, Guntur and Nellore. The remaining districts form part of the uplands. In this State, nearly 1/5th of the area is covered by forests. Most of these are in the districts of Visakhapatnam, Kurnool, Chittoor, Cuddapah, Adilabad, Warrangal, Nellore, Mahbubnagar, Karimnagar and Khamam. About 1/10th of it is barren. The remaining land is fertile on the whole.

The transport facilities are, on the whole, quite satisfactory except in the forest regions. Besides the rail lines that pass through it, there are good motorable roads and village roads that connect different towns and villages.

The mother-tongue of 86% of the people, according to the 1951 Census, is Telugu. It is, however, also understood and spoken by the majority of the rest. The State can be divided into four broad regions wherein people speaking other Indian languages are found—Urdu in the districts in the north west, Oriya in the north east, Tamil in the south and Kannada in the south west. Tamil-speaking people are found in the district of Chittoor and those speaking Oriya in Srikakulam. Anantapur has Kanarese speaking people. Lambadis

speak their own language. Mother tongue is the medium of instruction in the schools and in all bi-lingual areas, where exists provision for teaching through the other languages.

3. *Assam*.—As the name itself indicates, the country is “A-Sama” uneven. It is on the whole rugged or surrounded by hills and mountains on three sides. It lies, as will be seen from the map, to the north east corner of India, and except for the narrow connecting strip of West Bengal in the north, it is separated from the rest of India by East Pakistan which lies in between. To its east lies Burma and to the north Bhutan and Tibet. The frontier districts of Kameng, Subansiri, Siang, Lohit, Tira and Tuengsang forming NEFA and the Naga Hills have not been included in the Survey. The districts of Garo Hills, United Khasi & Jaintia Hills and United Mikir & North-Cachar Hills which lie in the central part of Assam, and Mizo district, formerly Lushai Hills, are all hill districts and are treated as scheduled areas. They are four autonomous districts with five district councils, there being two for North Cachar and Mikir area. The other districts of Goalpara, Kamrup, Darrang, Nowgong, Sibsagar, Lakhimpur and Cachar are plain areas. The mighty Brahmaputra passes through six plain districts from north east to west. Half of the total area is covered by hills, but as the hill areas are sparsely populated, only about 26.7% of the villages and 11% of the population lie in the hill areas. The region particularly the hill areas, suffer from floods rather than from droughts, as during the rainy season the rivers that are unable to carry the torrents of water running down overflow the banks. The transport facilities are fairly developed in the plains. There are air services to different important towns and besides the roads, rivers are also used for transport. In the hill areas, however, the transport facilities are not yet fully developed. The districts of Lakhimpur, Sibsagar, Darrang and Cachar are known for tea plantations. There are oil wells in Digboi and Naharkatia in the Lakhimpur district. ‘Jhung’ cultivation is practised by the hill tribes. They burn the natural vegetation there in order to clear off land for cultivation and after a couple of years, when they find that the land is not suitable for cultivation any more, the whole colony shifts to another place and cultivates there. This shifting of the population due to ‘Jhung’ cultivation is also a problem for education.

In the plains area, they solely depend on paddy cultivation and rice is the staple food, but 75% of the people are landless and poor, and therefore, have to depend on landholders. The cottage industries are silk, ivory, cane, bamboo, bell-metal works as also bee-keeping. In the tea areas, there are labourers from other States, mostly from Uttar Pradesh, Chhota Nagpur, Orissa and Andhra Pradesh.

Assamese is the main language of the State, though in Cachar it is Bengali that is mostly spoken. Each hill has, however, its own language, for example, Khasi, Garo and Lushai (in Mizo). In some districts, there are places where the language of the adjoining districts is spoken, for example, in the Garo Hills, there are places where Assamese is spoken and in the Goalpara there are Garos. Assamese and Bengali are used in all the three stages of education

and provision for teaching through Hindi and in some places through English exists. In the hills, Assamese is used up to the middle standards.

4. *Bihar*.—This State is land-locked having no sea on any of its borders. To its north lies Nepal, to the west Uttar Pradesh and Madhya Pradesh, to the south Orissa and to the east West Bengal. The State can be divided into three natural divisions, *viz.* North Bihar, South Bihar and Chhota Nagpur. North Bihar is the part to the north of the river Ganga; it is however divided into three parts by the rivers Gandok and Kosi. Southern Bihar is plain, but merges in the south in the highlands of Chhota Nagpur with a height of about 2,000 ft. In Chhota Nagpur also there are here and there some parts plains. In South Bihar 14% of the land is forest while in Chhota Nagpur it is about 40%. 33% of the land is waste. The scheduled tribes mostly reside in the districts of Ranchi, Singhbhum, Santhal Parganas and parts of Hazaribagh. 86% of the population is agricultural, but some parts have developed industrially. There are coal fields in Jharia, Girdith and Bukharo. In the district of Singhbhum, copper, iron and manganese is found and the district of Hazaribagh abounds in Mica. Jamshedpur, which is situated in Singhbhum is well known for steel industry. Bukharo has the thermo-power plant and the Sindri Fertilizer factory.

The Hazaribagh district is all hills and forests. It is infested by wild animals and is known for mica and coal. The districts of Palamau and Singhbhum are mostly hilly and full of forests. Dhanbad is also hilly and full of coal mines. The districts of Bhagalpur, Champaran, Darbhanga, Gaya, Monghyr, Muzaffarpur, Patna, Purnea and Shahabad are plain. Saharsa forms the Kosi area and is subject to the ravages of the fluctuating course of the river. The plateau of Ranchi is full of forests. Santhal Parganas are full of forests. There are some hilly areas also.

The transport facilities are, on the whole, very satisfactory particularly in the southern area. In the north, however, the facilities are not so good. This is particularly so because of the so many rivers flowing down from the Himalayas.

Hindi is the language of the State, though there are people speaking Urdu, Bengali, Oriya, Maithili, Santhali, Mudari, Hor and Oraon, and provision for teaching through these local regional languages exists at the elementary school stage.

5. *Bombay*.—In Bombay, the Konkan districts, *viz.* Thana, Kolaba and Ratnagiri are, except for the narrow plains just near the seashore, all hilly and hence the transport from the small habitations scattered over the area is rather difficult. To the east of these districts lie the districts of Dangs, Nasik. Poona, North Satara and Kolhapur. In these districts, the western parts are hilly, because of the Sahya mountains, and as one proceeds to the east, the plateaus watered by the rivers and the canals start. In general, there is an incline towards the east. Dangs is full of forests and inhabited by the aboriginals. To the east of this lie the districts of West and East Khandesh, Ahmednagar and Sholapur. West Khandesh is

more hilly compared to East Khandesh. Further to the east in the north lie the newly added districts of Vidarbha and to the south, the districts of Aurangabad, Bhir, Osmanabad, Parbhani and Nanded. Most of the Marathwada districts are flat and undulating, but some are hilly and wooded. Aurangabad has some hills. The mountains in Bhir are about 1,500 to 3,000 ft. high. In Nanded, the northern part is full of hills and forests. In Vidarbha, the districts of Wardha and Yeotmal are full of forests. The northern and eastern parts of Chanda district are also mountainous. All these districts except the Konkan districts lie on the Deccan Plateau with incline towards the east and is watered by several rivers, among which mention may be made of Godavari, Bhima, Krishna and their tributaries.

In the Gujarat area, the districts of Ahmedabad, Kaira, Broach and Surat are near the sea and the district of Banaskantha which is further north is in parts semi-desert. In Baroda, the western part is plain, but the eastern is hilly. In the northern districts like Mehsana and Sabarkantha, part is hilly and full of forests. Kutch has the well-known 'Run' which is a sheet of water in the rainy seasons and dry enough to walk in other seasons. In Saurashtra, it is mostly plain except for the part occupied by the Girnar mountains. The Gir forests of Sorath are well known. The district of Halar is mostly coastal.

The transport facilities in Bombay are, on the whole, satisfactory.

6. *Jammu & Kashmir*.—This State, lying to the north of India, is all hilly except the Kashmir Valley, the plains of Ranibirsinghpura and parts of the tehsils of Acknoor, Samba, Hiranagar and Kathua. The valley is at a height of 5,200 ft. Hills are usually 15,000 ft. high. Ladak, Kargil, Bhadervah and Doda are the high mountain areas. The transport facilities in the plains are quite satisfactory, but in the mountainous areas, there are narrow foot-paths along the precipitous inclines. The people speak Kashmiri. There are local regional languages in the different regions.

7. *Kerala*.—This State forms a narrow strip on the Western Coast in the south of India. To the west lies the Arabian Sea and to the east lies the Madras State and to the north and north east the Mysore State. It can be divided into three regions, the high lands, the mid-lands and the low lands. The high lands in the east forming part of the Western Ghats contain primeval forests. The average height of this part is about 4,000 ft. and in some places it rise to the height of 7,000 ft. also. This area occupies a little more than 7,000 sq. miles, thus forming about 47% of the total area. In spite of clearing the forests for plantation purposes, there are still large forests in certain areas, for example, in the tehsils of Nedumangad, Pattanapuram, Peermade, Devikolam and South and North Wyanad. Hill Tribes inhabit these forests and some of these habitations are inaccessible interior forests. Some of these have no permanent colonies while others have settled permanently in less dense forests. In South Travancore areas, the *Kanis* or *Kannikars* are found. 'Punam' or shifting cultivation is being practised. The hill tribes in the north of Nedumangad carry wet land cultivation.

The district of Kottayam, particularly in the north, is full of ridges and mountains, about 8,000 ft. high. The height of the plateau portion is about 7,000 ft. The highland occupies 62% of the area, the midland about 31% and only about 7% by the lowlands. It is, thus, a district of high ranges and deep valleys sloping in three directions.

The midlands are full of small hillocks and plains and as they occupy a little less than 5,000 sq. miles, 33% of the area is covered by them. The third part is the low lands occupying the remaining 20% of the land. It is a coastal narrow strip with lagoons where natural and artificial canals connect one part with the other, right from Trivandrum in the south to Kozhikode in the north. It is a land full of rivers, lakes and backwaters, creating their own problems for the establishment of schools.

Malayalam is the language in the whole State. There are, however, small belts where other languages are spoken, for example Kasaragod in the north where Kannada is spoken and in the Devikulam and Peermade areas there are Tamil speaking people.

8. *Madhya Pradesh*.—As the name indicates, it lies in the central part of India. To its north lies Rajasthan and Uttar Pradesh, to the east Bihar and Orissa and to the south Bombay State. It has the low areas of Gird, Bundelkhand and Baghelkhand in the north. There are the Malwa plains of black soil in the west and the alluvial fertile part of Nambada in the centre, the Satpuda forest areas in the south and the Chhattisgadh rice-growing plains in the east. The district of Bastar in the extreme south is an extension of the Eastern Ghats. It is watered by Chambal, Narmada and Mahanadi and their tributaries. The low land of Chambal in Madhya Bharat includes the districts of Morena, Bhind, Gwalior, Datia, Shivpuri, Chhatrapur, Panna, Satna, Rewa, Sagar and Damoh. The average height is about 600 ft. The plateau of Malwa consisting of the districts of Guna, Bhilsa, Raigarh, Shahajpur, Ujjain, Mandsaur, Ratlam, Jhabua, Dhar, Indore, Dewas, Sehore and Raisen has a height of about 1,600 ft. on an average, sloping in the basins of Narmada and Chambal. All the rivers of the Chambal and Narmada group start from this area. The western part has got the Aravali areas. The valley of Narmada between the Vindhya and the Satpudas is about 20 miles in width and 200 miles in length. It includes the districts of Jabalpur, Narsinghpur, Hoshangabad and Nimad. On an average, it is about 800 ft. high. The region in the south is about 2,000 ft. high and full of forests. The districts of Chindwara, Betul, Seoni, Balaghat, Mandla, Shahdol, Sindhi, Sarguja, Bilaspur, Raigarh and Bastar, all lie in this area. Various rivers such as Tapti, Vainganga and Mahanadi and their tributaries start from this area. The plains of Chhattisgadh, sloping to the east form the eastern part. It is watered by Mahanadi. Of the total area, about 31% is covered by forests, 35% is cultivable and 33% is waste land. The population of the habitations in forests is generally below 100. Scheduled Tribes dwell in the districts of Shahdol, Guna, Datia, Chindwara, Betul, Durg, Sarguja, Bastar and Raigarh. Gonds, Bega Bhils, Koal, Korka and Santhals are some of the hill tribes.

Transport facilities are, on the whole, quite satisfactory, except in the hilly parts. The language of the State is Hindi, but there are some people speaking Marathi, Rajasthani, and Urdu.

9. *Madras*.—This is a State occupying a major portion towards the east in the southernmost part of India. It has 13 districts, of which Madras, Chenglepet, South Arcot, Tanjore, Ramanathapuram and Tirunelveli lie in the coastal plains. The western part of Ramanathapuram is in the hill areas. On the western border lie the Western Ghats and they meet the Eastern Ghats in the Nilgiris. There are scheduled tribes, for example the Sheveroys, Pachamalais and Kollimalais in the districts of Salem and Tiruchirappalli. In North Arcot also there are scheduled tribes.

The transport facilities are, on the whole, satisfactory. The language of the State is Tamil.

10. *Mysore*.—This State lies to the south of Bombay, to the west of Andhra Pradesh and to the north of Kerala and Madras. Its two Kanara districts are on the Western coast. The Western Ghats run north south and certain areas are traversed by the Eastern Ghats also. Both these meet in the Nilgiris. The height of the Western Ghats is between 4,000 ft. to 5,000 ft. The whole State can be divided into three parts (1) The coastal areas with sudden and steep rises, (2) the Malanad or hilly areas, sloping towards the east and (3) the Maidan areas. In the Malanad area lies the eastern part of the district of North Kanara and the districts of Shimoga, Chickmagalur and Coorg, the western part of Hassan, Mysore and Mandya. The other districts form the Moidan area. The scheduled tribes live particularly in Mysore, Coorg, Chickmagalur and South Kanara. The transport facilities are very satisfactory and various railway lines also pass through the country, 62% of the people speak Kanarese, 11% Telugu, 8 per cent. Hindi, 6 per cent Marathi, 4 per cent Tamil and Malayalam, 3.5 per cent Tulu, 2.7 per cent Konkani and the rest other languages.

11. *Orissa*.—This State lies to the east of Madhya Pradesh, to the south of West Bengal and to the north of Andhra Pradesh. It has the four coastal districts of Balasore, Cuttack, Puri and Ganjam Plains. The nine inland districts form the other natural area which can be divided into three sub-areas, the southern plateau, the Mahanadi valley on the west and the broken highlands to the north and north east. Rivers traverse through this area and there are two dams, Hirakud in the north on Mahanadi and the Duduma on Machkund. Though transport facilities do exist in the coastal regions, the interior is very difficult to traverse, particularly in forest areas. The delta area is flooded. Oriya is spoken by about 83% of the people and the other languages spoken are Telugu, Hindi, Urdu and Bengali.

12. *Punjab*.—This State lies to the north of Rajasthan, to the west of Uttar Pradesh and to the south of Jammu & Kashmir. In the northern part of this State lie the two parts of Himachal Pradesh, and in the south between Punjab and Uttar Pradesh lies the Union Territory of Delhi. The northern part, viz., the districts of Kangra, Nalagarh and Kandaghat tehsils of Patiala, Narainghat tehsil of Ambala, Pathankot, Gurdaspur and parts of Hoshiarpur are all hilly being covered by the mountains forming the Himalayan ranges. The districts of Hissar, Mohindargarh, Gurgaon, Bhatinda and parts of Muktsar and Fazilka tehsils of Ferozpur are sandy plains. The remaining area forms the alluvial fertile plains. There are some 'Bets' which get flooded. There are good roads even in villages and canals are also

used for transport. Some areas, particularly the hilly parts, are however difficult in this respect. Hindi and Punjabi are the two main languages in the two regions. In whichever of the two languages the children study, the other language is required to be studied after the third standard.

13. *Rajasthan*.—In Rajasthan, the districts of Jaipur, Tonk, Sawai Madhopur, Bharatpur, Alwar, Sikar, Bhilwara and Jhunjhunu form part of the trans-Gangetic Plains. In Alwar, broad Aravali hills enter from the south west and therefore some parts are hilly and covered with forests. In Bharatpur, only the south part is slightly hilly. In Jaipur, most of the area is level and fertile. There are a few hills towards the southwest. But Sawai Madhopur is, however, hilly. The north eastern part of Tonk is sandy and the Aravali hills also cross this district at places. On the whole, it is plain, Jhunjhunu is largely covered by sandy areas. The districts of Ganganagar, Bikaner, Churu, Jodhpur, Barmer, Pali, Nagore and Jaisalmer form mostly a desert area with vast sandy plains, interspersed with sand dunes and sand hills. The district of Jaisalmer is entirely a sandy waste. Shifting sands are common, especially in the west and they are difficult to cross as the paths shift almost daily. Naturally villages are few and far between. There are no hills and rivers in this district. Pali district has mountains, plains and some desert areas. The greater part of Jodhpur district is also sandy. In Nagore also, the northern part is sterile and sandy, while the lower part is a bit fertile. The districts of Chittorgarh, Kotah, Bundi and Jhalawar form part of the north west hills sub-region. In Chittorgarh, there are hills only in the east. Bundi has also hills. There are plains only in the south east. In Kotah, the land generally slopes north west from the tableland of Malwa. There are hills in good many parts of this district. The whole of the Jhalawar district is hilly and there are fertile plains in the undulating land in between. The district of Jalore has Aravali Hills forming the eastern boundary of the district. Much of the Sirohi district is rocky and hilly and the northern part or Udaipur district is an elevated plateau, the southern is covered by hilly rocks and dense forests and the eastern part is plain. Dungarpur district forms part of rocky hills forming the offshoot of Aravali hills and is covered with forests.

In Rajasthan, approach from one village to another is not difficult except in the sandy areas. The country is traversed by roads and rail lines.

14. *Uttar Pradesh*.—In Uttar Pradesh, the districts of Almora, Paurigarhwal, Tehrigarhwal and part of Dehradun are hilly, forming part of the Himalayan region. There are dense forests in these areas and certain parts are snow-covered. In winter, people from higher altitudes, particularly those in Almora move to the lower levels and with them some schools also have to move. The problem in this area is, therefore, of 'shifting schools' and 'seasonal schools'. The districts of Nainital, Pilibhit, Kheri, Bahraich, Gonda, Basti, Gorakhpur and Deori lie to the north, and form part of the lower foot-hills of the Himalayas. Nainital is a hilly district and the population moves to Tarai and Bhabar areas, and this is again a case of 'seasonal schools'. Pilibhit has partly Tarai and partly forest areas. Kheri is

a flood affected forest area. Bahraich is affected by floods, but is a Tarai area. Gonda, Gorakhpur and Basti are all Tarai areas, but Basti and Gorakhpur is more affected by floods and so is the Deoria district. To the south of these districts lie the districts of Bijnor, Moradabad, Rampur, Bareilly, Saharanpur, Hardoi, Sitapur, Barabanki, Lucknow, Faizabad, Azamgarh and Ballia. All these districts are plain. Bijnor has Ganga Khadar area as also some Tarai area. The districts of Rampur and Saharanpur are flood-affected areas. So is the case with the districts of Barabanki, Faizabad, Sultanpur, Sitapur, Azamgarh, Ballia and Ghazipur. Saharanpur which lies to the south of Dehradun has some forest areas and some Khadar areas. Muzaffarnagar, Etawah and Meerut districts which lie to the south of these districts are partly flooded. All the three have some Khadar area. Aligarh tehsil has got some flood areas and is full of lakes and big ponds. Etawah and Agra has some ravines of Yamuna, Hamirpur and Jalaun are in the Bundelkhand region. Banda is a district in the Vindhya ranges and the plateau areas in it are covered with jungles. It is also flood-affected. Jaunpur is flood-affected and Varanasi has hill areas and is partly flooded. The transport facilities in this State are quite satisfactory, but when the areas get flooded, there is difficulty in going from one place to another.

Uttar Pradesh thus forms three natural regions. (1) The Himalayan Region, (2) The level plains of the Yamuna and Ganga, and (3) The Peninsular Hills and Plateaus. Tarai areas in the mountain region are quite warm and swampy and malarious. New habitations are however being located in the Tarai and Bhabar areas. The Eastern Plain districts suffer from droughts and floods. The central division consists, of course, of fertile alluvial plains watered by Ganga. There are 19 districts in the Western part of the sloping plains except parts of Agra and Mathura where there are ravines and red sands from the hillocks which form part of the Aravali ranges. The areas bordering Rajasthan are hot and dry.

Delhi which is only 33 miles north-south and 30 miles east-west, is mostly plain except for slightly hilly portions in the south.

The Union Territory of Himachal Pradesh, as the name itself denotes, is a land of snow and is situated in the north east part of India. It is full of mountains that are marked by eternally snow-covered peaks of the Himalayas which gradually blend into the vast snow-covered plateau of Tibet. The southern part of this territory is formed of low hills overlooking the plains of the Punjab, and in between lie the great ranges, thick forests and valleys, rivers and lakes. The altitude ranges from 2,000 to 20,000 ft. at different places. The territory is separated into two parts by the Kangra district of the Punjab.

Manipur is surrounded by hills and there is a valley in the centre. The valley is about 2,600 ft. high while the hill ranges about 10,000 ft. There are only a few habitations in the valley and the rest are in the hill areas. However, the population in the valley is double than that in the hills. There are nomadic tribes and the hill tribes in the different parts.

Tripura is formed of low-lying valleys sprawling between parallel hill ranges running north south. The altitude of the hill area ranges from 1,000 to 3,000 ft. The rivers gush and overflow in the rainy season. There are thick forests and the foot hills are inhabited by tribals. 'Jhum' cultivation is practised by the tribals, who shift from place to place. Jumia settlement colonies are set up under Tribal Welfare Schemes. Communication is available only at certain places. Some roads are being constructed, but the traffic is generally on foot along the narrow hill tracts and bridle paths.

Above have been indicated only in brief some of the outstanding points which need to be taken into consideration for the purpose in hand. Against this background can be viewed the distribution of urban and rural areas, which are discussed in the next two chapters.

CHAPTER 16

The Urban Habitations

1. *What Constitutes an Urban Area?*—The connotation of the term “urban habitation”—cities and towns—as used in the Survey, as already explained in Chapter 8, is a habitation treated as urban in the census. Generally, all habitations with a population of more than 5,000 as also a few with less population but having distinctly urban characteristics, including the existence of a municipality, are classed as urban. At the same time, there are some habitations which being predominantly rural, have been classed as villages and not towns, notwithstanding their population figure being far above 5,000.

The number of habitations in the State according to the Survey, however, slightly differs, in some cases, as the changes subsequent to the census, due both to changes in the territorial limits of the districts and the States on account of the reorganization as also to new towns springing up and few of the then existing ones becoming rural. All such changes have been noted while compiling the Register of Habitations (Urban Areas) in Form I/A, specimen of which will be found in Appendix I.

2. *The Population Classes.*—In this District Register of Habitations for urban areas, in Form I/A, all urban areas—and isolated or independent town or city as also “city groups”—are arranged alphabetically for the district as a whole in the following six classes according to their population slabs :

<i>Class</i>	<i>Population</i>
I	1,00,000 and above
II	50,000 to 99,999
III	20,000 to 49,999
IV	10,000 to 19,999
V	5,000 to 9,999
VI	below 5,000

The Register shows not only all cities, towns and town groups in each class or population slab arranged alphabetically but also the urban areas that according to the Census form that town group. Their population is also indicated against them. In the case of cities, towns and town groups enumerated in the 1951 census, the population mentioned in the 1951 census has been incorporated in this Register for reasons already mentioned, notwithstanding that besides the normal increase that could be expected in certain parts of the country due to various other special factors including the influx of displaced persons, the population figures of 1951 have already become obsolete. The States Survey Officers were however requested to give wherever possible an indication of the increase by stating in the remarks column, the population as on 31st March, 1957, if they could get a reliable estimate of the same. However as there was generally no reliable basis or time for verification, these are to be taken only as indication of the trend wherever given.

3. *New Townships*.—To facilitate distinguishing new townships grown up since 1951—whether they be absolutely new or the 1951 villages now becoming towns, have all been entered in their appropriate population slab after all the towns mentioned in the census. In the remarks column in such cases were entered the names of the villages and their census numbers, if any, according to the 1951 census with the population figure indicated in brackets.

4. *Urban becoming Rural*.—Similarly, if a town according to the 1951 census became a rural area, chances of this type though being few, only the name of such a town and not its population was to be entered at the appropriate place in the Urban Habitation Register, with a note in the remarks column, of the reference number in the Register of Rural Habitations where it gets entered in Form IB, as an existing rural habitation. These entries were made in the Rural Habitation Register after all the habitations in the census were enumerated. Thus the change-overs from rural to urban and *vice-versa*, all got entered and properly accounted for in both the Registers.

5. *Reconciliations of Census and Survey Figures*.—According to the 1951 census,* there were in all 3018 cities and towns with a population of 6,18,75,123. Of these 3,32,72,728 were males and 2,86,02,395 were females, the number of females being slightly less than that of males in the urban areas (46 to 54). State-wise redistribution of the total urban population is given in Census Paper I (1957) according to the newly formed States as a result of reorganization.

The State Survey Officers have starting with the 1951 figures then available to them and by the process of addition and subtraction on account of various factors arrived at the number of cities, towns and town groups as on the 31st of March, 1957 which stands at 2,812 with a total population of 5,56,84,265 or in round figures 5.59 crores. The Special Officer for Tripura and Manipur have given the present estimates as population there has substantially increased. In the case of other habitations, the population of 1951 is taken as it is except in the case of recently developed townships where their 1957 population as estimated was recorded by the State wherever necessary. Estimating even approximately, the present population was beyond the scope of the Survey nor was it so relevant to the main point under study, *viz.*, the delimitation of the school areas at the primary, middle and high school stages in rural areas.

The datum line for the Educational Survey being the 31st of March, 1957, the State Survey Officers had to arrive at the number of towns and cities for this date by the process of addition and subtraction from the Census figures. The Census publication just referred to not being available when the field work was on and the figures were being completed in the districts, the State Officer had to compile these figures from the 1951 Census report and in doing so some took the original figure and some took it after making the adjustments necessary for the areas transferred from one State to another and hence in the case of some States the 1951 base figures differ from the figures given in Census Paper I (1957). The total of the number of towns and cities accepted by the different Survey Officers as a starting figure comes to

*Census of India Paper No. 1 (1957) : General Population Tables and Summary Figures by District of Re-organised States -1951 Census.

2,817 as against 3,018 given in Census Paper I, difference being 201. Of these West Bengal accounts for 120 and Sikkim for one. On the other hand Jammu and Kashmir figures not being included in the 1951 Census, a difference of 112 is accounted for.

Andhra Pradesh has not given the 1951 base figure and the changes in it but taken the total number of towns to be 282 and as the Census figure comes to 293, it accounts for 11. In Kerala, only those habitations having a municipality have been taken as towns and not the rest and the changes, if any, since 1951 have also not been mentioned. As the Census gives 88 urban habitations as against 27 accepted in the Survey, 61 more habitations could be accounted for. The 1951 figure with which the Survey Officers started is less than that given in the Census Paper by 9 each in Rajasthan and Uttar Pradesh, by two each in Assam and Bombay, by 4 in Punjab and one in Madhya Pradesh while in Mysore it is higher by one. This reconciles the total difference of 201 between the figures.

From the 2,807 urban habitations, 55 had to be subtracted, 50 added on account of subsequent changes, not already taken note of.

Of the 55 habitations to be subtracted, one from Bihar was because of inundation. Since areas that were treated as urban became rural. Of the 43 such habitations, 17 were from Mysore, 13 were from Uttar Pradesh, 9 from Bihar, 2 from Punjab and one each from Assam and Himachal Pradesh. Five from Bombay and one each from Madhya Pradesh and Rajasthan had to be reduced on account of transfers not already accounted for. In Assam a town shown separately in Census got amalgamated with another, in Mysore 3 habitations similarly merged. All these changes thus accounted for a reduction in the number of towns by 55.

As against this, the number had to be increased by 50—of these 12 were new (four each in Assam and Bihar, three in the Punjab and one in Madhya Pradesh), eleven were rural now terated as urban four in Uttar Pradesh, three in Punjab, two in Himachal Pradesh, and one each in Mysore and Delhi) and 27 (14 from Bombay, 10 from Rajasthan and one each from Assam, Bihar and Madhya Pradesh), were due to transfer in reorganisation not already accounted for. This came the figure of 2,812 for towns and cities. Table No. 3 at page 144 gives the Statewise details.

Corresponding to the changes in the number of habitations changes in population had also to be effected. The population of the town in Bihar that is no more now was 12,446. On account of areas losing their urban characteristics 1,85,250, on account of transfers 1,70,674 and on account of various other adjustments 14,998 had to be subtracted. The urban population had to be increased by 1,28,463 on account of new townships, by 2,22,989 for rural areas becoming urban, 6,19,527 for transfer of the towns to other States and 26,139 on account of all other adjustments, that is in all a total increase of 9,97,118. As a result of these changes the population figure changed from 5,50,70,515 to 5,56,84,265.

7. *Tendency Towards Urbanisation.*—It may be incidently mentioned that there has been a marked tendency towards urbanisation all these years. In the last census decade, there has been an increase

of 3·4% in the urban population, which is more than the combined increase in the previous two decades, *viz.* 0·9 and 1·8. In 1921, the urban population was only 11·2%. In 1931, it rose to 12·1% and in 1941, to 13·9% but in 1951 it rose to 17·3%. The trend since 1951 would be clear only after the 1961 census but speaking generally from the common observation there seems no sign of this increase coming to a half.

8. *Urban Areas in States.*—Of the total 2,812 urban areas, the maximum number is in Bombay, there being 632 *i.e.*, 22·5% of the total number of towns and cities and Uttar Pradesh has 477, *i.e.* 17%. Madras comes next with 295 (10·5% of the total urban habitations), closely followed by Andhra Pradesh with 282 (10%) and Mysore 271 (9·6%). Rajasthan has got 227 (8·1%) and Madhya Pradesh 202 (7·2%). Orissa has 39, Assam 29 and Kerala 27 there is only one each in Manipur and Tripura and Delhi had 11 on the 31st March 1957, *i.e.*, before the present Delhi Municipal Corporation came into existence. The position has now changed. Jammu and Kashmir has 9 and Himachal Pradesh 12.

9. *Urban Areas according to Population Classes.*—From Table No. 8 giving the classwise distribution of the urban areas (cities, towns and town groups taken together), it would be seen that of the 2,812 urban habitations enumerated in the Survey, 72 are cities with population above one lakh. 14 of these are in Uttar Pradesh, 13 in Bombay, seven in Madras, six each in Andhra Pradesh and Mysore, five each are in Bihar and Madhya Pradesh, four in Rajasthan, three each in Kerala and Punjab, two in Delhi and one each in Jammu & Kashmir and Orissa and nine in Assam. Himachal Pradesh, Manipur and Tripura according to the 1951 population figures and the position as obtaining in 1957 March, regarding habitations.

The habitations in the highest slabs form only 2·5% of the total number of habitations but considered from the point of population, they included 2,03,06,292 persons, *i.e.*, 36·5% of the total population.

The biggest first among these cities is (Greater Calcutta with 45,78,071 not being included in the Survey) Greater Bombay with a population of 28,39,274. Then comes Madras with 14,16,057, Hyderabad with 10,85,722 and Delhi with 9,14,790.

Considered with reference to the total urban population Bombay State has the highest urban population, it being 1,36,26,697 (24·5% of the total population), next come Uttar Pradesh with 86,08,230 (15·5%), Madras 73,26,302 (13·1%), followed by Andhra Pradesh (9·9%), Mysore (7·9%), Madhya Pradesh (5·7%), and Rajasthan (5·3%), the order remaining the same except in the case of the last two.

In the next slab of 50,000 to 99,999, there were only 95 towns or town groups of which 19 were in Bombay, 15 in Uttar Pradesh, 11 in Madras and 10 in Andhra Pradesh, thus accounting for nearly 58% of the habitations in this class. The number of urban habitations in the next classes goes on rising, as could be expected, their being 349 in the slab 20,000 to 49,999—here again the maximum 73 being in Bombay but the next highest is in Madras (56), Uttar Pradesh coming third with 51. In the class 10,000 to 19,999, there are in all 602 towns of which 127 are in Bombay, 99 in Madras, 82 in Andhra Pradesh, 70

in Uttar Pradesh and 57 in Mysore. All these classes together form not even 40% of the total habitations but the next class itself accounts for 40·1% of the total urban habitations, there being 1,127 habitations in that class and of these 322 are in Bombay, 170 in Uttar Pradesh 117 in Andhra Pradesh, these by themselves forming more than 50% in that class, 96 in Rajasthan, 92 in Madras and 72 in Madhya Pradesh. all these forming more than three-fourths of the total number of urban habitations in that class. These however, though forming 40·1% of the total urban habitations, account for only 14·6% of the population.

In the last slab which includes towns with population below 5,000 there were 569, i.e., 20·2% of the urban habitations. A large number of these, viz., 157, were in Uttar Pradesh, 78 in Bombay, 68 in Rajasthan and 65 in Madhya Pradesh. Though the number is not small, they account for only 3·5% of the total urban population. On the other hand, two-thirds of the urban population is found in classes above 20,000 and of the remaining one-third, about 15% each in the slabs 10,000 to 19,999 and 5,000 to 9,999.

10. *The Trend of Frequency Distribution.*—In general, the 'model' value of the frequency of urban habitations in the different States is in class 5,000 to 9,999 except in Assam where it deviates partly to both sides but more to the next lower slab and in Bihar and Madras, it deviates to the next higher slab.

As regards the population, the model value for the total is in the highest class of one lakh and above for evident reasons, in spite of the fact that the number of habitations in this slab is not big.

In the States also excepting Assam and Punjab where the highest frequency shifts to Class III, 20,000 to 49,999 and in Orissa and Himachal Pradesh where it recedes further to Class V with 5,000 to 9,999 (being 30·2 and 69·9% respectively), in all other States it is in the Class of one lakh and above.

In Bombay, Jammu and Kashmir, Kerala, Uttar Pradesh, and Delhi, the percentage of population in this highest slab is higher than the average for the country, viz., 36·5%. Table No. 10 shows the percentages of habitations and populations in each class in the different States and Union territories.

The mere number of urban habitations or urban population or even their distribution in the different population slabs or classes though of great significance for the study of provision of educational facility, by itself does not give sufficient information for finding the extent of urbanisation or of urban influence unless it is compared with some other data.

11. *Number of Towns with Reference to Total Area.*—The number of habitations in each State by itself does not show much because some of these States are small and others are big, the Union territories of Manipur and Tripura being small in extent with only one urban area each. Distribution therefore of urban habitations needs to be compared with the area of the State. The total area of the States and the Union territories included in the Survey is 11,35,475 sq. miles with 2,812 urban areas—cities and towns—and therefore on an aver-

age for every 400 sq. miles there falls one urban area. In some States, it will be found that the area per urban habitation comes much lower while in others it shoots up higher as will be seen from table No. 16.

In Madras on an average for every 170 sq. miles, there is an urban habitation while in Jammu and Kashmir, there is one for 6,138 sq. miles. Even if these two extreme cases are left out, the next in order having closer urban habitations would be Punjab, having one for every 236 sq. miles, Uttar Pradesh with one for every 238 sq. miles, Mysore with one for every 271 sq. miles, Bombay with one for every 280 sq. miles. Andhra Pradesh with one for every 371 sq. miles there are the cases of States having a larger number of urban habitations for a given area than the average for the country taken as a whole. It will be seen here that Bombay, though ranking first in the number of urban habitations, stands only fifth in its rank when considered from the point of proximity or density of urban habitations in the whole area while Madras, which was third in the ranking according to the number of habitations, stands first and Punjab which was eighth stands as high as second.

In table No. 16 the States are ranked according to their total urban area and the number of their cities and towns. The Total Area per urban habitations is also given.

Delhi being mostly an urban area and Manipur and Tripura single district territories with only one urban area each, have been purposely left out from this comparative statement.

No. 16. Number and Density of urban Habitations in States

States	Area in sq. miles	Urban Habitations	Ranking according to the Urban Habitations	Area per habitation	Ranking on account of area per habitation
Bombay	1,77,198	632	1	280	5
Madhya Pradesh	1,71,952	202	7	847	10
Rajasthan	1,34,943	227	6	581	8
Uttar Pradesh	1,13,494	477	2	238	3
Andhra Pradesh	1,04,494	282	4	371	6
Mysore	73,491	271	5	271	4
Bihar	67,029	103	9	651	9
Orissa	60,136	39	10	1,542	12
J. & K.	55,243	9	14	6,138	14
Madras	50,019	295	3	170	1
Punjab	45,789	194	8	236	2
Assam	43,767	29	11	1,578	13
Kerala	14,680	27	12	555	17
Himachal Pradesh	11,524	12	13	960	11

It will be seen from this table that Bombay is the biggest in area and has also the maximum number of towns. It stands fifth in the ranking when considered from the point of view of average total area for each town, Bombay having one in every 280 sq. miles as against one in 170 in Madras and one in 236 in Punjab and one in 238 in Uttar Pradesh, and one in 271 in Mysore. The average for the country, as already stated, is about one in 400 sq. miles.

In the order of frequency of towns in a given area therefore, Madras stands first, Punjab next, followed by Uttar Pradesh, then come Mysore and Bombay and Andhra Pradesh, all having urban areas much closer than the average for the country. Then come Kerala, Rajasthan, Bihar, Madhya Pradesh, Himachal Pradesh, Orissa, Assam, Jammu and Kashmir stands last due to the area of the district of Ladakh having no urban area. If the area of that district were not to be considered, Jammu and Kashmir would have one urban habitation on an average of 2,000 sq. miles instead of the present 6,138 sq. miles. In Himachal Pradesh also, the district of Mahasu, which is rather big, influences the average.

12. *Distribution of Towns in Districts.*—It may, therefore, be interesting to study the spread of urban habitations in the different districts by comparing tables giving the slab-wise distribution of urban areas for each State with that for the area giving the number of urban habitations in each district.

In Bombay, only one district, *viz.*, Dangs, has no urban area while in Madras, one district, Madras City, is entirely urban. In Jammu and Kashmir, the districts of Doda, Ladakh and Poonch and Rajouri have no urban area at all. So is the case with one district of Assam, namely Garo Hills.

The distribution is not even in all the districts of the States, there being many in some and few in others. In Madras where these urban areas are very close, leaving aside the entire urban district of Madras itself, in the small district of Nilgiris, there are four towns in an area of 982 sq. miles, while 49 lie in the district Tirunelveli having an area of 4,407 sq. miles, 1 for 90 sq. miles. If an area within five miles of an urban habitation be treated as coming under its influence, in this district practically the whole of this district may be treated as coming under urban influence. The district of Trichinopoly has 32 urban habitation, giving an average of 172 sq. miles while Tanjore has 29 in 3,738 sq. miles giving an average of one town in 129 sq. miles, Kanyakumari has got 20 in 646 sq. miles, thus giving one urban habitation for every 32 sq. miles, Ramanathapuram with an area of 4,925 has 33 giving an average of 146 while Madura with an area of 4,869 has 26 and Chingleput with an area of 3,061 sq. miles has got 20 giving an average of 150. On the other hand, Salem with an area of 7,051 sq. miles has only 10 urban areas giving an average of one for 705 sq. miles.

In the Punjab, Kangra District has only 7 towns in 8977, sq. miles *i.e.*, one in 1282 sq. miles, in Patiala one for every 106 sq. miles, there being 23 in 2,497 sq. miles. In Karnal, there is one in 299 sq. miles and in Jullundur one in 133.

In Uttar Pradesh, Bullandshahr has one in 87 sq. miles and Meerut has one in 92 sq. miles, there being 25 in 2,300 sq. miles, while Basti has only one in 1,409 sq. miles and Bahraich one in 878 sq. miles and Sultanpur one in 1,710 sq. miles. The towns are comparatively closer among others in the districts of Aligarh, Etawah, Lucknow and Rampur.

In Mysore, the maximum number is in Belgaum and they are situated comparatively closer there, also as there is one town in 133 sq. miles, the number of towns being 35 in 4,670 sq. miles. In Bijapur, it comes to one in 206 sq. miles while in Coorg, there are only three urban habitations in 1,585 sq. miles, giving one for every 528 sq. miles. In Bangalore, there is one for every 220 sq. miles and in the Mysore district, one for each 252 sq. miles. This gives an idea of the distribution of urban habitations in Mysore State.

In Bombay, Dangs has none and Greater Bombay on the other hand has 10 in 162 sq. miles. Greater Bombay is mostly urban. Among the Marathi Districts of the former Bombay State, South Satara leads with one for 123 sq. miles while Ahmednagar on the other hand has only one for 540 sq. miles. Thana, which is quite close to Greater Bombay, has one for every 147 sq. miles. The Konkan districts of Kolaba and Ratnagiri on the Western coast have one for 226 and 383 sq. miles respectively.

In the former Gujarat districts of Bombay State, Kaira has one for every 67 sq. miles, there being 38 towns in 2,564 sq. miles. On the other hand, Banaskantha has one in 1,227 sq. miles, there being only three in the total expanse of 3,681 sq. miles. In Ahmedabad, Amreli, Mahsana, they are comparatively closer, being one in 148, 150 and 153 sq. miles, respectively.

In the Saurashtra area of Bombay, Sorath has one in 147 sq. miles and Kutch one in 642 sq. miles. In Vidarbha area on the other hand, Nagpur has 13 towns, there being one for every 295 sq. miles while in the same area, in the district of Chanda, there is one town for every 1,330 sq. miles. In the Marathwada region of Bombay State in general, the area per urban area is rather high, ranging from 283 in Osmanabad district to 632 per town in Aurangabad.

In Andhra Pradesh, Guntur North has one for 200 sq. miles while there is one in 723 sq. miles in Nizamabad.

In Kerala, Trivandrum has one in 282 sq. miles while Kozhikode has one in 2,693 sq. miles.

In Rajasthan, Junjhunu has one in 155 sq. miles while Barmer and Jaisalmer have one in 3,444 and 8,031 sq. miles respectively.

In Bihar, Dhanbad, the newly formed industrial district, has one in 160 sq. miles while Ranchi has one in 2,386 sq. miles.

In Orissa, they are comparatively farther, the closest being in Bolangir with one in 682 sq. miles. In Cuttack, it is one in 840 sq. miles, in Puri one in 1,314 sq. miles while in Kalahandi, there is only one urban area for the entire area of 5,057 sq. miles, showing thereby how the different districts in the same State differ in this respect.

In Assam, in the Garo Hills, there is none while in the Khasi Jaintia Hills there is one for 5,553 sq. miles while the Mizo Hills District has one only in 8,149 sq. miles. The district of Kamrup on the other hand has 8 in 3,849 sq. miles giving thus one for every 481 sq. miles.

In Jammu and Kashmir, the case is still worse. There is none in Ladakh, Poonch-Rajouri and Doda. Baramulla has two towns, giving one for every 1,925 sq. miles, Jammu has three, giving one for every 382 sq. miles.

13. *Comparison of the Urban Area in States.*—It will thus be seen that not only the number of towns and cities varies from State to State and district to district but it does not vary necessarily according to the size of the State or the district. In some States and districts, in a comparatively smaller area, the number of urban areas is large while in others the number is far smaller though the total area is large. Table 15 on page 176 gives a comparative statement of the number of towns and cities, their area and population in the different States. The average area occupied by the towns, the total area to the share of which falls one town, the distance that could be theoretically postulated between the towns, in a hypothetical uniform scatter of these over the entire area in the State, the urban habitations per 100 sq. miles, the average population per town and the density of population per sq. mile in urban areas and the rural area under urban influence calculated on the hypothetical bases of area within five miles radius of the urban area are all given in this table.

14. *Urban Influence.*—Owing to various amenities available and the chances of villagers getting the best return for their produce near the urban area due to facilities for marketing, there is naturally a tendency of a greater clustering of rural habitations in the vicinity of the urban areas. Though the Survey has not actually taken statistics regarding this, the maps generally confirm it. Within about 5 miles radius of town, if not sometimes a bit longer, the rural habitations may be said to have the impact of the central urban habitation on them, including that on educational provision. An area therefore of about 80 sq. miles, *i.e.*, within a radius of five miles from the centre of the town may be taken to have urban impact or urban influence on the rural area. Strictly speaking, this ought to be a ring so to say of five miles width (or whatever may be the shape that may be taken for the purpose) round the boundary of the urban area which would imply taking the radius of urban impact slightly greater than this hypothetical distance of five miles from the centre of the urban habitation. Table No. 20 on page 140 gives State-wise the number of towns and cities, the total rural area and the rural area under the urban impact as also its percentage to the total rural area. It will be seen from this table that though the number of towns and cities is highest in Bombay State, only about 30% of the rural area comes under the urban impact according to this hypothetical distance of five miles of urban impact. If this distance is increased, naturally the percentage of the rural area coming under urban influence would increase. In Madras there are lesser number of urban areas compared to those in Bombay but 49% of the rural area comes under urban impact there. In Uttar Pradesh and Punjab this percentage is about 34, while in Jammu and Kashmir on the other hand has it only for 1·30% of its area, Manipur for hardly 1% and Tripura for about 2%. In Assam and Orissa, it is about 5%, while next in order come Hinachal Pradesh with 8·3%, and Madhya Pradesh with about 9%.

In some cases where a good many roads emerge from the town and the town has comparatively better hinterland, the impact is

likely to reach further while in cases where the immediate hinterland is limited due to a hill, big river, etc. This distance is bound to be also limited. It is also presumed in this theoretical calculation that the rural areas under the urban impact do not overlap. From the maps it will be seen that not only the States differ from one another but different parts or regions in the States, due to various geographical controls, differ considerably in respect of distribution of urban areas and consequently in regard to this impact of urban areas on the rural areas.

15. *Average Distance between Towns.*—The average distance between urban habitations can be calculated on a theoretical presumption that the urban habitations are evenly distributed in that State. Though it is thus merely a theoretical average distance, it still throws some light on the distribution in general and the extent of urban facilities in the different States and can be used in comparing one State with another. These are indicated in table No. 20. These factors would be useful in evaluating the provision of educational facility and the extent to which it is taken advantage of. This is more so at the middle and high school stages.

No 20. *Rural Areas under Urban Impact (within five miles radius)*

States	Towns	Total Rural Area	Rural Area Under Urban Impact	Percentage
Andhra Pradesh	282	1,02,974	22,560	22
Assam	29	45,719	2,320	5
Bihar	103	69,693	8,240	12
Bombay	632	1,71,653	59,560	29
J. & K.	9	55,215	720	1.3
Kerala	27	1,4831	2,160	15
Madhya Pradesh	202	1,70,239	16,160	9
Madras	295	48,420	23,600	49
Mysore	271	71,561	21,680	39
Orissa	39	59,944	3,120	5
Punjab	191	45,310	15,520	34
Rajasthan	227	1,31,591	18,160	14
Uttar Pradesh	477	1,12,944	38,160	34
Delhi	11	491	880	100
Himachal Pradesh	12	11,502	960	8.3
Manipur	1	3,613	30	1
Tripura	1	4,112	80	2
TOTAL	2,812	11,20,929	..	..

16. *Proportion of Urban and Rural areas.*—This suggests another comparison *viz.*, comparing the total urban area to the total area of each State and then comparing them as a whole. In Delhi, 15.1% of the total area is urban while in other Union territories it is less than one. In Himachal Pradesh it is 0.20% and in Manipur 0.05%; in Jammu and Kashmir 0.05%. In Assam only 0.1%, in Rajasthan 0.3 per cent. In Bihar it is much lower, being 0.6 per cent. In Andhra

Pradesh it is 1.5 per cent, in Mysore it rises to 2.6 per cent, and in Bombay and Madras which rank high in number of towns, this figure is 3.1% and 3.2% respectively.

Of the 11,35,475 sq. miles, a total area of 14,646 sq. miles is occupied by towns and cities, that is 1.3% of the total area is occupied by towns and cities, the maximum percentage in Madras being nearly three times this while that in Assam, only one-twelfth and in Rajasthan one-fourth.

Of the total urban area in the country surveyed, 37.9% falls in Bombay State, 13.2% in Mysore, 10.8 per cent in Madras, 10.4% in Andhra Pradesh and 9.9 per cent in Uttar Pradesh, making more than 72.3 per cent of the total area.

17. *Urban Population in Slabs.*—It is not the area covered that alone is so significant by itself. Larger the area, ordinarily one expects a larger population in the urban area and this is generally true. There is however marked variation in this respect as in some States though the actual area covered by towns and cities is smaller, the urban population being more congested, the total urban population is far higher. Of the total urban population of 5,56,84,265 (according to the 1951 census) as will be seen from table No. 9 about 136.2 lakhs i.e., nearly one-fourth are in Bombay State alone. About 86 lakhs, i.e., 15.5% are in U. P. and about 73.3 lakhs in Madras, which accounts for 13.1%. These by themselves account for more than 5% of the total urban population. If Andhra Pradesh, which accounts for 9.9% and Mysore 7.9% and Punjab 5.8% be added, they among themselves constitute more than 75% of the total urban population.

18. *Density and Average Population in Urban Areas.*—Comparing the figures for the population with those for the number of towns and cities or with the area covered will show that the population figures do not bear the same proportion to them as the average but there are marked variations from State to State and district to district, causing in its trail much difference in the average population of urban areas in the State and also in the density of population per sq. mile in each State.

The average population per urban habitation, as will be seen from the table No. 13 on page 167 leaving aside the Union territory of Delhi which is mostly urban and also Manipur and Tripura, which are single district territories, having only one town each, it is maximum in Kerala, being 46,372, Bombay having 21,550 and Madras 24,835 come next. Himachal Pradesh on the other hand has 3,631, Rajasthan 12,995 and Assam 14,615. Some of the States having a smaller number of urban habitations have far higher figures in this respect.

What is true of this average is equally true of the density of urban population per sq. mile. As will be seen from table No. 15 it varies from State to State, the average for the country on the whole being 3,812.

All these factors indicate the nature of distribution of urban areas and the central tendencies and the influence of these on the rural areas roundabout. They have their own utility in interpreting the

provisions of existing educational facilities and also while planning for the future, both in the urban areas in particular and also in the rural areas surrounding them.

In the country taken as a whole, there is one urban area in 404 sq. miles and the urban areas form only 1.3% of the total area and 16.61 per cent of the total population according to the 1951 census. It is the distribution of the remaining 27,95,50,946 population forming 83.39% of the total population residing in 8,40,033 rural habitations in the 11,20,829 miles of rural area to which is devoted the next chapter.

The Rural Habitation

1. *The Rural Habitations*.—As against the 2,812 urban habitations—towns and cities—in the country, the Survey disclosed the existence of 8,40,933 rural habitations or 'population centres' or distinct 'house clusters'. This figure, it may be repeated, does not include the rural habitations in West Bengal, the NEFA and the Naga Hills area, Sikkim, Pondicherry and the Union Territories of Andaman & Nicobar Islands and the Laccadive, Amindive and Minicoy Islands. Nor does it include tiny hamlets with population below 25 or farm houses.

In Himachal Pradesh, the Officer had to take the figures from the revenue records as the Census enumeration was found to be incorrect in a good many places. The question of making addition to and subtraction from the Census figures did not therefore, arise there. For the present purpose, to arrive at the present position, as given by the Revenue records, an *ad hoc* addition to the number of villages had to be made.

The concept of 'habitation', as already explained, is quite different from that of a revenue village which may have one or more habitations '*gaonthan*' or '*gramasthan*' or the main village and its hamlets, if any. In a few cases the revenue village may be merely a small parcel of land without any habitation. It may be "*Ghair-abad*" village.

2. *Starting from the Census Figures*.—In the 1951 Census no mention has generally been made regarding hamlets excepting in the States of Andhra Pradesh, Assam, some areas of Madhya Pradesh, Rajasthan and Uttar Pradesh. In Uttar Pradesh, the number has been mentioned in Form 17 but not the names. But even in these States, as is clear from the Survey, not all found entry in the Census records. Even the number of villages, as given in the 1951 Census, has substantially changed due to various factors. One of these was the adjustments of the territorial boundaries of the districts and the States consequent on the States reorganisation in the year 1956. As the Census figures readjusted according to the territorial limits of the re-organised States and districts were not available when the Survey field-work was started, the Survey Officers had of necessity to start with the figures given in the Census Reports then available and by the process of addition and subtraction for the various changes, arrive at properly reconciled final figures for the number of villages and hamlets as on the 31st of March, 1957. In some States and particularly where the entire districts were transferred, the Survey Officers started with the figures after making deductions for the districts transferred while in some cases, they started without any deductions at the start. In most of the cases, the district officers had no other alternative except incorporating the change; after collecting the data from the Village Information Cards and other sources. Besides the changes that took place due to States reorganisation, there have been subsequent minor territorial adjustments of the district limits for administrative conveniences, and in some cases the revenue villages have been split up into smaller villages and others in smaller villages combined, causing thereby

Table I (H)

No. 8—Distribution of Urban Habitation according to Population Slabs

Sl. No.	States	Population Slabs						Total	% to Total
		100000	50000	20000	10000	5000	Below 5000		
1	Andhra Pradesh . . .	6	10	33	82	117	34	282	10.0
2	Assam . . . . .	..	1	6	7	4	11	29	1.0
3	Bihar	5	6	22	36	26	8	103	3.7
4	Bombay	13	19	73	127	322	78	632	22.5
5	J. & K.	1	1	1	1	4	1	9	0.3
6	Kerala	3	5	7	12	..	..	27	1.0
7	Madhya Pradesh . . .	5	5	22	33	72	65	202	7.2
8	Madras	7	11	56	99	92	30	295	10.5
9	Mysore	6	7	21	57	134	46	271	9.6
10	Orissa	1	1	5	8	23	1	39	1.4
11	Punjab	3	7	29	34	59	62	194	6.9
12	Rajasthan	4	4	20	35	96	68	227	8.1
13	Uttar Pradesh . . .	14	15	51	70	170	157	477	17.0
14	Delhi	2	2	3	1	3	..	11	0.4
15	Himachal Pradesh . .	..	..	..	..	4	8	12	0.4
16	Manipur . . . . .	..	..	..	..	1	..	1	0
17	Tripura . . . . .	..	1	..	..	..	..	1	0
	TOTAL	70	95	349	602	1,127	569	2,812	100.0
	PERCENTAGE	2.5	3.4	12.4	21.4	40.1	20.2	100	..

No. 9.—Distribution of Urban Population (1951 figures) according to Population Classes

Sl. No.	State	Population Slabs						Total	Percentage to Total
		1,00,000 & over	50,000 to 99,999	20,000 to 49,999	10,000 to 19,999	5,000 to 9,999	Below 5,000		
1	Andhra Pradesh	17,55,297	6,90,203	8,99,383	11,17,211	8,88,480	1,41,484	54,92,058	9.9
2	Assam . . . . .	..	58,512	1,93,283	1,02,967	31,102	37,965	4,23,829	0.8
3	Bihar	8,59,633	4,24,396	6,32,726	4,95,256	1,95,409	22,950	26,30,370	4.7
4	Bombay	58,50,769	12,58,891	21,93,196	17,58,043	22,62,012	2,97,786	1,36,20,697	24.5
5	J. K.	2,64,473	65,000	23,075	15,173	26,102	4,840	398,663	0.7
6	Kerala	4,61,933	3,44,191	2,23,590	2,22,334	..	..	12,52,048	2.2
7	Madhya Pradesh	10,46,670	3,47,525	5,88,515	4,47,540	5,48,374	1,70,776	31,49,400	5.7
8	Madras	26,10,518	8,04,885	17,19,531	13,69,165	7,05,858	1,16,345	73,26,302	13.1
9	Mysore	15,09,934	4,55,978	5,70,600	7,89,112	9,29,951	1,67,962	44,23,537	7.9
10	Orissa	1,02,505	62,343	1,38,055	1,07,796	1,78,415	4,956	5,94,070	1.1
11	Punjab	4,73,634	4,59,797	11,82,351	4,83,748	4,39,424	1,91,491	32,30,445	5.8
12	Rajasthan	7,85,593	2,63,650	5,64,701	4,59,822	6,43,565	2,32,537	29,49,868	5.3
13	Uttar Pradesh	33,94,229	10,39,685	14,55,715	9,72,465	12,15,541	5,30,595	86,08,230	15.5
14	Delhi	11,91,104	1,42,135	1,15,712	10,022	22,121	..	14,81,094	2.6
15	Himachal Pradesh . . . . .	..	..	..	..	30,455	13,118	43,573	0.1
16	Manipur . . . . .	..	..	..	..	8,081	..	8,081	0.0
17	Tripura . . . . .	..	52,000	..	..	..	..	52,000	0.1
	TOTAL	2,03,06,292	64,69,191	1,05,00,433	83,50,654	81,24,890	19,32,805	5,56,84,265	100.0
	% to TOTAL	36.5	11.6	18.8	15.0	14.6	3.5	100.0	

No. 10.—Distribution (in percentage) of Urban Habitations and their Population according to Population Slabs

Sl No.	States	No. of Habitation	Total Population	H or P	Population Slabs						% to Total
					1 Lakh & over	50,000 to 99,999	20,000 to 49,999	10,000 to 19,999	5,000 to 9,999	Below 5,000	
1	Andhra Pradesh	282	54,92,058	H P	2.1 31.9	3.5 12.6	11.7 16.4	29.1 20.3	41.5 16.2	12.1 2.6	10.0 9.9
2	Assam	29	4,23,829	H P	.. ..	3.4 13.8	20.7 45.6	24.1 24.3	13.8 7.3	28.0 9.0	1.0 0.8
3	Bihar	103	26,30,370	H P	4.9 32.7	5.8 16.1	20.4 24.0	35.0 18.8	25.2 7.4	7.7 1.0	3.7 4.7
4	Bombay	632	1,36,20,697	H P	2.1 42.9	3.0 9.2	11.5 16.1	20.1 12.9	50.9 16.6	12.4 2.3	22.5 24.5
5	J. & K.	9	3,98,663	H P	11.1 66.3	11.1 16.3	11.1 5.8	11.1 3.8	44.5 6.6	11.1 1.2	0.3 0.7
6	Kerala	27	12,52,048	H P	11.1 36.9	18.5 27.5	25.9 17.9	44.5 17.7	.. ..	.. ..	1.0 2.2
7	Madhya Pradesh	202	31,49,381	H P	2.5 33.2	2.5 11.0	10.9 18.7	16.3 14.2	35.6 17.4	32.2 5.4	7.2 5.7
8	Madras	295	73,26,302	H P	2.4 34.5	3.7 12.2	19.0 23.4	33.6 18.6	31.2 9.6	10.1 1.7	10.5 13.1
9	Mysore	271	44,23,537	H P	2.2 35.6	2.6 10.1	7.7 12.6	21.0 17.4	49.5 20.6	17.0 3.7	9.6 7.9
10	Orissa	39	5,94,070	H P	2.6 17.2	2.6 10.5	12.8 23.3	20.5 18.1	58.9 30.2	2.6 0.7	1.4 1.1

Table No. 10.—(Contd.)

No.	States	No. of Habitation	Total Population	H or P	Population Slabs						% to Total
					1 Lakh & over	50,000 to 99,999	20,000 to 49,999	10,000 to 19,999	5000 to 9,999	Below 5,000	
11	Punjab . . .	194	32,30,445	P	1·5 14·7	3·6 14·3	14·9 36·7	17·5 15·0	30·5 13·6	32·0 5·7	6·9 5·8
12	Rajasthan . . .	227	29,49,868	H P	1·8 26·6	1·8 8·9	8·8 19·1	15·4 15·6	42·2 21·8	30·0 8·0	8·1 5·3
13	Uttar Pradesh . . .	477	86,08,230	H P	2·9 39·4	3·2 12·1	10·7 16·9	14·7 11·3	35·6 14·1	32·9 6·2	17·0 15·5
14	Delhi . . .	11	14,81,094	H P	18·1 80·4	18·1 9·6	27·3 7·8	19·1 0·7	27·3 1·5	.. ..	0·4 2·6
15	Himachal Pradesh . . .	12	43,573	H P	.. ..	.. ..	.. ..	.. ..	33·3 69·9	66·7 30·1	0·4 0·1
16	Manipur . . .	1	8,081	H P	.. ..	.. ..	.. ..	.. ..	100·0 100·0	.. ..	.. 0·02
17	Tripura . . .	1	52,000	H P	.. ..	100·0 100·0	.. ..	.. ..	.. ..	.. ..	.. 0·1
	TOTAL . . .	2812	5,56,84,265	H P	2·5 36·5	3·4 11·6	12·4 18·8	21·4 15·0	40·1 14·6	20·2 3·6	100 100

substantial changes in the total number of revenue villages and habitations. The District Officers in the District Reports have reconciled all these changes and arrived at the final figures. Limitations of space forbid discussion of these here. Only the various factors affecting the changes and the extent to which these have affected the figures for revenue villages and hamlets in other States and how the present figures were arrived at, is therefore broadly indicated.

3. *Changes Due to Territorial Adjustments.*—In the first place, the number of villages and hamlets transferred from one district or State to another were taken note of. As regards the former they ought to, and in most of the cases they did, cancel one another, and whatever was reduced from one district was added to some other district or districts. However, due to changes in the composition of some of the villages these did not always completely cancel one another. As regards the transfer from one State to another, they also ought to have cancelled in the all-India total, but as certain areas have not been included and secondly some State Officers started with the figure after making adjustments consequent on the States reorganisation and others did not, these again do not mutually cancel one another. On account of these inter-district and inter-State transfers, 5,931 villages and 605 hamlets had to be reduced and 3,866 villages and 1,512 hamlets had to be added to the accepted Census figure in all the States taken together, as would be seen from Table No. 6. The Statewise break-ups would be seen from Table No. 4. (Page 150).

4. *The Deserted Habitations.*—The Census, as already pointed out, does not take into account villages, deserted or '*Bechirag*', for evident reasons. However, as already pointed out, in a good many cases not only their serial numbers were found to have been retained in the Census Reports, but even the names continued to be recorded, thereby apparently increasing, in certain cases, the total number of villages in the Census records. All these villages and hamlets already '*Bechirag*' had therefore in the first instance to be eliminated. They came to the notice at the *tehsil* meetings of village officers and teachers, while scrutinising the Village Information Cards. On his account 17,711 villages and 2,329 hamlets had to be deducted.

Further deductions had then to be effected on account of villages and hamlets that disappeared after the 1951 Census due to several reasons—some were submerged or inundated under a dam, or because of a river changing its course, some were deserted because of floods or change in the course of a river or some other reason. A reduction of 4,436 in the number of villages and 6,969 in the number of hamlets had to be made on account of habitation becoming '*Bechirag*' after 1951 Census. Of these, 881 villages were in Bihar, 518 in Bombay, 449 in Assam, 445 in Jammu & Kashmir, 416 in Madhya Pradesh, 402 in Orissa, 307 in Uttar Pradesh, 265 in Punjab and 227 in Mysore. There were none reported from Kerala.

5. *Habitations not Traceable.*—Besides these verifiable cases, there were others which could not be traced. It is true that names of villages and hamlets change, but the Survey Officers had instructions to find out in the first place whether any habitation had shifted, or was known by more than one name, or had changed its name

Table No. 4.—Changes in Rural Habitations since 1951

States	According to the Census			Transferred			Rural to Urban			Bechirag before 1951		
	Villages	Hamlets	Habitations	Villages	Hamlets	Habitations	Villages	Hamlets	Habitations	Villages	Hamlets	Habitations
Andhra Pradesh	29,438	5,413	34,851	825	215	1,040	51	6	57	2,320	924	3,244
Assam	24,509	..	24,509	102	..	102	7	..	7	1,144	..	1,144
Bihar	71,378	..	71,378	2,186	..	2,186	34	..	34	276	..	276
Bombay	54,742	..	54,742	370	..	370	17	..	17	1,421	..	1,421
J. & K.	6,956	..	6,956	..	..	..	..	..	..	..	..	..
Kerala	5,307	..	5,307	1,296	..	1,296	5	..	5	3	..	3
Madhya Pradesh	73,609	6,951	80,560	78	..	78	43	35	78	2,888	1,405	4,293
Madras	19,845	..	19,845	..	..	..	23	..	23	126	..	126
Mysore	29,867	..	29,867	50	..	50	61	..	61	3,642	..	3,642
Orissa	51,070	..	51,070	55	..	55	32	..	32	3,134	..	3,134
Punjab	21,010	..	21,010	332	..	332	82	..	82	10	..	10
Rajasthan	34,017	11,108	45,125	485	31	516	..	..	..	2,650	..	2,650
Uttar Pradesh	1,11,760	1,45,718	2,57,478	152	359	511	68	95	163	..	..	..
Delhi	304	..	304	..	..	..	44	..	44	..	..	..
Himachal Pradesh	8,384	..	8,384	..	..	..	..	..	..	..	..	..
Manipur	1,814	..	1,814	..	..	..	..	..	..	8	..	..
Tripura	3,453	..	3,453	..	..	..	..	..	..	89	..	89
TOTAL	5,47,463	1,69,190	7,16,653	5,931	605	6,536	467	136	603	17,711	2,329	20,040

Table No. 4.—(Contd.)

States	Bechirag after 1951			Not traceable			Blank Entries			Repeated Entries			Mistakes and Adjustments		
	Vill.	Ham.	Hab.	Vill.	Ham.	Hab.	Vill.	Ham.	Hab.	Vill.	Ham.	Hab.	Vill.	Ham.	Hab.
Andhra Pradesh	114	100	214	13	159	172	..	..	..	23	..	23	44	1	45
Assam	449	..	449	919	..	919	37	..	37	11	..	11	18	..	18
Bihar	881	..	881	2,229	..	2,229	..	..	..	34	..	34	..	..	..
Bombay	518	..	518	..	..	..	..	..	..	12	..	12	..	..	..
J. & K.	445	..	445	..	..	..	..	..	..	..	..	..	49	..	49
Kerala	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Madhya Pradesh	416	1,559	1,975	690	405	1,095	206	..	206	655	113	768	3	..	3
Madras	122	..	122	..	..	..	..	..	..	15	..	15	..	..	..
Mysore	227	..	227	2	..	2	..	..	..	..	..	..	..	..	..
Orissa	402	..	402	912	..	912	10	..	10	1	..	1	..	..	..
Punjab	265	..	265	141	..	141	1	..	1	252	..	252	18	..	18
Rajasthan	169	4,387	4,556	13	309	322	..	..	..	..	..	..	120	35	155
Uttar Pradesh	307	923	1,230	137	1,381	1,518	..	..	..	..	..	..	121	23,761	23,882
Delhi	8	..	8	4	..	4	..	..	..	..	..	..	..	..	..
Himachal Pradesh	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Manipur	38	..	38	2	..	2	..	..	..	..	..	..	63	..	63
Tripura	75	..	75	441	..	441	..	..	..	..	..	..	17	..	17
TOTAL	4,436	6,969	11,405	5,503	2,254	7,757	254	..	254	1,003	113	1,116	453	23,797	24,250

Table No. 4.—(Contd.)

States	Total less			By Transfer			Urban to Rural			Not Listed			Newly formed		
	Vill.	Hamlets	Hab.	Vill.	Ham.	Hab.	Vill.	Ham.	Hab.	Vill.	Ham.	Hab.	Vill.	Ham.	Hab.
Andhra Pradesh	3,390	1,405	4,795	362	93	455	24	27	51	37	18,917	18,954	34	688	722
Assam	2,687	..	2,687	18	..	18	234	..	234	391	2,422	2,813	653	..	653
Bihar	5,640	..	5,640	11	4	15	..	..	..	321	41,841	42,162	18	19	37
Bombay	2,338	..	2,238	1,331	..	1,331	..	..	..	..	21,778	21,778	592	..	592
J. & K.	494	..	494	..	..	..	..	..	..	..	4,376	4,376	..	..	..
Kerala	1,304	..	1,304	239	..	239	..	..	..	..	6,418	6,418	..	..	..
Madhya Pradesh	4,979	3,517	8,496	457	..	457	7	82	89	342	7,464	7,806	155	1,268	1,423
Madras	286	..	286	37	..	37	2	..	2	407	31,857	32,264	9	..	9
Mysore	3,982	..	3,982	4	28	32	1	..	1	30	14,201	14,231	2	..	2
Orissa	4,546	..	4,546	25	..	25	..	..	..	106	4,393	4,499	334	..	334
Punjab	1,101	..	1,101	359	..	359	4	..	4	987	5,997	6,984	318	..	318
Rajasthan	3,437	4,762	8,199	875	1,096	1,971	15	22	37	..	..	..	137	7,736	7,873
Uttar Pradesh	785	26,519	27,304	148	291	439	20	16	36	74	3,838	3,912	87	569	656
Delhi	56	..	56	..	..	..	..	..	..	..	21	21	..	20	20
Himachal Pradesh . . . . .	..	..	..	..	..	..	..	..	..	..	3,159	3,159	..	..	..
Manipur	111	..	111	..	..	..	..	..	..	50	172	222	2	..	2
Tripura	622	..	622	..	..	..	..	..	..	..	1,793	1,793	565	..	565
TOTAL	35,758	36,203	71,961	3,866	1,512	5,378	307	147	454	2,745	1,68,647	1,71,392	2,906	10,300	13,206

Table No. 4.—(Contd.)

States	Bechirag now Chirag			Mistakes and adjustments			Total added			Finally accepted for Survey		
	Villages	Hamlets	Habitations	Villages	Hamlets	Habitations	Villages	Hamlets	Habitations	Villages	Hamlets	Habitations
Andhra Pradesh	152	333	485	..	..	..	609	20,058	20,667	26,657	24,066	50,732
Assam . . . . .	..	..	..	2	..	2	1,298	2,422	3,720	23,120	2,422	25,542
Bihar	1,737	147	1,884	..	..	..	2,087	42,011	44,098	67,825	42,011	1,09,836
Bombay	23	..	23	23	..	23	1,969	21,778	23,747	54,373	21,778	76,151
J. & K. . . . .	..	..	..	..	..	..	..	4,376	4,376	6,462	4,376	10,838
Kerala . . . . .	..	..	..	..	..	..	239	6,418	6,657	4,242	6,418	10,660
Madhya Pradesh	66	272	338	1	..	1	1,028	9,086	10,114	69,658	12,520	82,178
Madras . . . . .	..	..	..	10	..	10	465	31,857	32,322	20,024	31,857	51,881
Mysore	182	..	182	3	1	4	222	14,230	14,452	26,107	14,230	40,337
Orissa	66	..	66	..	..	..	531	4,393	4,924	47,055	4,393	51,448
Punjab	1	..	1	1	300	301	1,670	6,297	7,967	21,579	6,297	27,876
Rajasthan	15	..	15	8	..	8	1,050	8,854	9,404	31,630	15,200	46,830
Uttar Pradesh	312	14	326	2	10	12	643	4,738	5,371	1,11,618	1,23,937	2,35,555
Delhi . . . . .	..	..	..	..	..	..	..	41	41	248	41	289
Himachal Pradesh . . . . .	..	..	..	1,230	..	1,230	1,230	3,159	4,389	3,614	3,159	12,773
Manipur . . . . .	..	..	..	..	..	..	52	172	224	1,755	172	1,927
Tripura . . . . .	..	..	..	..	..	..	565	1,793	2,358	3,396	1,793	5,189
TOTAL	2,554	766	3,320	1,280	311	1,591	13,658	1,81,631	1,94,831	5,25,363	3,14,670	8,40,033

and in such cases to enter all the different names in the Habitation Register for reference and only in those cases, where after due enquiry, no trace whatsoever would be found of the village that was to be entered in this category. In all, 5,503 villages and 2,254 hamlets could not be traced in spite of all efforts. Two-fifth of these were from Bihar, there being 2,229. 919 cases were from Assam, 912 from Orissa, 690 from Madhya Pradesh, 441 from Tripura, 137 from Uttar Pradesh, 141 from Punjab and 13 each from Andhra Pradesh and Rajasthan. Delhi had four such cases and Manipur and Mysore two each. From the States of Bombay, Jammu & Kashmir, Kerala, Madras, and Himachal Pradesh, there were no cases of villages recorded in the Census not being traceable. Besides these, 2,254 hamlets were not traceable and had to be deducted from the total number of hamlets given by the Census. 1,381, that is, more than half were from Uttar Pradesh, 405 from Madhya Pradesh, 309 from Rajasthan and 159 from Andhra Pradesh.

6. *Rural Habitations becoming Urban.*—A further deduction was necessary on account of habitations, villages and hamlets, that did exist, but no longer remained rural, as in some cases, they merged in the existing adjoining urban areas or, either by themselves or jointly with neighbouring contiguous villages, formed a new urban area. There were 467 villages and 136 hamlets falling in this category. They had to be deducted from the rural list and added to the urban one.

7. *Deductions on Other Counts.*—Besides these, 254 villages were to be subtracted on account of blank entries in the Census. 206 of these were in Madhya Pradesh, 37 in Assam, 10 in Orissa and one in Punjab.

In some Census reports, certain numbers were repeated, the same village being entered more than one. This may, perhaps, be because of the different population clusters of the same village being reckoned separately. As this affected the total number, deductions had to be effected on their account, whatever be the reason for the repetition in the Census numbers. Of the 1,003 villages to be reduced on this account, 655 were in Madhya Pradesh, 252 in Punjab and the rest from Andhra Pradesh, Assam, Bihar, Bombay, Madras and Orissa.

Deductions had also to be made on account of various mistakes found or adjustments necessary in the Census totals and other adjustments necessary. On this account, 453 villages and 23,797 hamlets had to be deducted. As hamlets with population less than 25 were not enumerated in the Register of Habitations, 23,752 hamlets in Uttar Pradesh had to be reduced.

8. *Total Deductions.*—Thus, on account of these various counts 35,758 villages and 36,203 hamlets, that is in all 71,961 habitations had to be deducted from the respective figures, taken at the start.

9. *Habitations not Listed.*—There were also a few items of additions to the existing number. In the first place, villages and hamlets found not to have been listed in the Census, though they existed even before 1951 had to be added. It is difficult to know whether their population was actually taken note of and merged in other

villages inadvertently. As no information was available on this point, there was no other alternative except noting these as missing series and effecting the necessary additions in the number of habitations as also in population. In all, 2745 villages were found not to have been listed in the Census records. Of these, 987 were in Punjab, 391 in Assam, 342 in Madhya Pradesh, 321 in Bihar, 106 in Orissa, 74 in Uttar Pradesh, 50 in Manipur, 37 in Andhra Pradesh and 30 in Mysore.

As hamlets were not separately mentioned in the 1951 Census excepting the four cases mentioned already, additions had to be made on their account in practically every State. In all, 1,68,647 hamlets were, for the first time, recorded separately. In the Census, their population has been counted in the main village.

10. *New Habitations.*—The next item to be added was on account of villages newly formed after the 1951 Census. Of the total of 106 villages to be added, 653 were in Assam, 592 in Bombay, 565 in Tripura, 334 in Orissa, 318 in Punjab, 155 in Madhya Pradesh, 87 in Uttar Pradesh and a few in Andhra Pradesh, Bihar, Madras, Mysore and Manipur. 10,300 hamlets had to be added on this account, of which 7,736 of these were from Rajasthan.

11. *'Bechirag' becoming Inhabited.*—Besides these, of the habitations which at the time of the Census were *bechirag* or deserted, many were inhabited in due course. Of the 2,554 villages which were revived again, 1,737 were in Bihar. This was largely due to the protection now available from the ravaging actions of the river Gosi and other rivers. After the construction of the dams and controlling walls for the flood water, the villages have resettled in their former villages. In Bihar, 1,737 villages fell in this category, in Uttar Pradesh 312, in Andhra Pradesh 152 and in Mysore 182. There were 66 each from Madhya Pradesh and Orissa, and 23 from Bombay. In others, there were no such cases.

12. *Urban becoming Rural.*—Corresponding to the cases of rural habitations becoming urban, there were a few cases of habitations changing their urban characteristics and becoming rural. In such cases, an urban habitation when it became rural gave rise also to more than one rural village and hence the number reduced from the urban was not necessarily equal to the number becoming rural. On this account were added 307 villages and 147 hamlets. Of these 307 villages, 24 were from Assam, 24 from Andhra Pradesh, 20 from Uttar Pradesh, 15 from Rajasthan, 7 from Madhya Pradesh, 4 from Punjab, 2 from Madras and one from Mysore, and none from the rest.

13. *Additions on account of mistakes.*—There were also some additions to be made on account of other adjustments and mistakes in the Census. The total on this account was 1,280 villages and 311 hamlets.

14. *The Final Picture.*—Thus, from the 5,47,463 villages and 69,190 hamlets, 35,758 villages and 36,203 hamlets were to be subtracted and 13,658 villages and 1,81,683 hamlets had to be added, giving finally 5,25,363 villages and 3,14,670 hamlets, i.e., in all 8,40,033

Table No. 5.—Changes in Rural Population since 1951

Sl. No.	States	Population according to Census	To be subtracted on account of						Total Less
			By Transfer	Then rural now urban	Bechirag	Not Traceable	Repetition	Adjustments	
1	Andhra Pradesh	2,63,43,185	6,13,526	2,35,502	62,361	2,000	..	12,915	9,26,304
2	Assam	83,67,625	19,406	19,275	91,116	44,665	1,139	..	1,75,602
3	Bihar	3,75,21,216	10,84,754	29,670	3,61,912	3,91,980	21,399	..	18,89,715
4	Bombay.	3,42,81,740	1,95,933	23,354	36,643	..	..	9,369	2,65,299
5	J. & K.	28,17,616	..	..	..	..	..	..	..
6	Kerala	1,17,69,042	..	35,263	..	..	..	..	35,263
7	Madhya Pradesh	2,30,38,455	24,043	61,137	72,031	2,77,756	2,94,568	1,44,623	8,74,158
8	Madras	2,26,45,614	..	21,919	2,640	..	..	1,609	26,168
9	Mysore	1,49,82,989	28,016	11,634	18,385	..	..	38,412	96,447
10	Orissa	1,40,47,405	17,466	17,213	67,092	1,11,850	27	6,168	2,19,116
11	Punjab	1,29,62,464	2,50,625	1,31,001	32,797	69,607	80,691	47,944	6,12,665
12	Rajasthan	1,26,41,430	18,28,015	..	..	..	..	..	18,28,015
13	Uttar Pradesh	5,45,90,043	94,744	57,501	23,568	31,310	..	26,025	2,33,348
14	Delhi	3,06,938	..	79,632	4,494	4,777	..	..	88,903
15	Himachal Pradesh	10,64,320	..	..	..	..	..	..	..
16	Manipur	5,73,773	..	..	1,893	70	..	..	1,963
17	Tripura	5,96,434	..	..	34,551	58,092	..	..	92,643
	TOTAL	27,85,50,289	41,56,528	7,23,102	8,09,483	9,92,307	3,97,824	2,87,065	73,66,309

Sl. No.	States	To be added on account of						Total Add.	Population as accepted for the Survey
		By Transfer	Change From Urban to Rural	Not Listed	Newly formed	Bechirag Revived	Adjustments		
1	Andhra Pradesh	2,66,950	39,689	76,345	32,320	85,546	23,703	5,24,553	2,59,41,434
2	Assam	2,618	45,936	6,885	91,094	..	42,421	1,88,954	83,80,977
3	Bihar	55,903	..	1,06,242	11,446	6,40,496	97,675	9,11,762	3,65,43,263
4	Bombay	6,25,413	..	..	3,05,316	2,403	1,290	9,34,422	3,49,50,863
5	J. & K. . . . .	..	..	..	..	..	..	..	28,17,616
6	Kerala . . . . .	..	..	281	..	..	7,88,371	7,88,652	1,25,22,431
7	Madhya Pradesh	82,213	2,23,346	2,72,802	28,907	20,184	1,54,493	7,81,945	2,29,46,242
8	Madras	21,086	2,877	1,20,534	10,131	..	4,912	1,59,540	2,27,78,986
9	Mysore	28,495	7,615	..	410	12,014	80,645	1,39,179	1,50,25,721
10	Orissa	10,582	..	18,290	1,12,229	14,477	7,172	1,62,750	1,39,90,339
11	Punjab	3,22,219	9,832	2,90,441	1,68,040	766	48,778	8,40,076	1,31,89,875
12	Rajasthan	22,02,092	..	..	..	..	17,488	22,19,580	1,30,32,995
13	Uttar Pradesh	80,827	75,545	29,933	51,787	32,041	24,236	2,94,369	5,46,51,064
14	Delhi . . . . .	..	..	1,132	7,119	..	..	8,251	2,26,286
15	Himachal Pradesh . . . . .	..	..	..	..	..	40,873	40,873	11,05,193
16	Manipur . . . . .	..	..	10,466	700	..	64,532	75,698	6,47,508
17	Tripura . . . . .	..	..	..	1,13,127	..	1,83,235	2,96,362	8,00,153
	TOTAL	36,98,398	4,04,840	9,33,351	9,32,626	8,07,927	15,89,824	83,66,966	27,95,50,946

habitations. In this connection, it may be mentioned that tiny hamlets with population below 25 and farm houses were not treated as separate habitations; otherwise, the number of hamlets would have risen still higher. The State-wise distribution of villages, hamlets and habitations is given in Table No. 7 at page 161 and details regarding the additions and subtractions effected on account of the various changes mentioned are given in Tables Nos. 4 to 6.

15. *Change in the Population Figures.*—Changes in the number of habitations entailed consequential changes in the populations. In regard to the habitations transferred from one district to another or from one State to another, the population figures had also to be added or subtracted. As regards the villages already *bechirag*, deductions were required to be made as they were already *bechirag* but on account of villages or hamlets becoming *bechirag* after the 1951 Census or those that could not be traced or those that were ruralised as also for the various mistakes, deductions had to be effected. On the other hand, villages not listed and newly formed villages getting revived or urban habitations getting ruralised as also for some mistakes, additions, wherever necessary, had to be made.

The State-wise break-up of the figures added and subtracted in different counts are given in Table No. 5. It will be seen, therefore, that, from the total population of 27,85,50,289 in all 36,98,398 had to be subtracted—41,56,528 on account of territorial adjustments, 7,23,100 because of rural areas becoming urban, 8,09,483 for *Bechirag*, 9,92,500 for those that could not be traced, 3,97,824 for repeated entries and 2,87,065 for adjustments. On account of urban habitations becoming rural 4,04,840 were added, for habitations not listed 9,33,351, for new formed villages 9,32,626, for those *Bechirag* in 1951, but now inhabited 8,07,927 and on account of mistakes noticed and adjustments necessary 15,89,824, making a total addition of 83,66,966. These additions and subtractions gave the population figure as 27,95,50,946.

The Survey aimed at obtaining accurate information regarding the habitations, with a fairly dependable estimate regarding the population according to slabs. As each habitation was added or removed, it had to be along with its population, so that in the Schedule Area Register, against each rural habitation, its population, approximately though it may be, could be shown. This, however, had its own limitations as a result of which some discrepancies creeping into the population figures was inevitable.

16. *Discrepancies Overlooked in Population Figures.*—In arriving at the population figures, some discrepancies had, of necessity, to be overlooked. When a village or a hamlet recorded in 1951 became *bechirag* later or was not traceable, whatever be the reason, the population then enumerated must have definitely migrated to some other habitations, urban or rural, and though the deductions were made on their account from the Census population figures, consequential additions to other habitations could not be made as the habitations to the population in which these additions were to be made could not be known. Similar is the case regarding some mistakes. In the case of habitations not listed in the Census, though their population has now been added, it is not unlikely that in some cases the population must have been taken into account by Census enumerators.

ing with some other habitations in the Census. In the case of the
 ly formed habitations, though the population there could be only
 other habitations, it not being possible to identify them, conse-
 ential deductions could not be effected in them. These discrepan-
 s had to be overlooked as the Survey required the habitations to
 classified according to their population. *Ad hoc* additions or sub-
 tractions in the grand total to reconcile these discrepancies could be
 little use and had no bearing on the problem at issue. It is also
 unlikely that some of the additions and subtractions that thus
 remained to be carried out, in every possibility, might be mutually
 most cancelling one another, as far as the population is concerned.
 Moreover this small error was absolutely inescapable. The popula-
 on of hamlets being already included in the Census village popula-
 on, no addition was made in the population on account of hamlets.
 regard to the hamlets with population less than 25, they were not
 recorded separately, and their population was accounted for in the
 main village itself. In certain cases, the number of such hamlets
 was not small, for example, in Uttar Pradesh, the total number of
 these tiny hamlets with population less than 25 were 23,752 and
 in the district of Kangra in Punjab, it was 835. Some District Officers
 did not post the transfer from and to urban areas regarding popula-
 on before arriving at the urban population of 1951. However, this
 does not affect the Survey which is concerned with rural habitations
 mainly.

17. *The Accepted Figures.*—The result of all these is shown in
 table No. 7, which presents a picture for the country as a whole.
 It will be seen from this table, as against the 2,812 towns in the
 country, there are 5,25,363 villages and 3,14,670 hamlets making a
 total of 8,40,033. The total number of habitations including the urban
 ones would come to 8,42,845.

As against the urban population of 5,56,84,265, the rural popula-
 tion in the States and the Union Territories surveyed is 27,95,50,946
 making a total population of 33,52,35,211 the percentage of urban
 population thus being 16.61 as against the rural percentage of 83.39.

18. *The Hamlets.*—It would be of interest to find out the average
 number of hamlets in a rural village as the new concept of taking
 note of the hamlets as separate population centres is being introduc-
 ed in this Survey. Though the State Survey Officers were requested
 to prepare, if possible, a frequency table showing the number of
 villages having no hamlets and those having one, two, three, etc.
 hamlets, this information was, however, not available from most of
 the States. A table prepared from the information available from
 Mysore, Delhi and Tripura is given below:

State	Number of villages having hamlets							
	None	1	2	3	4	5	6—10	More than 10
Mysore	18,915	3,856	1,641	798	426	206	231	32
Delhi	228	10	5	3	1	1	1	..
Tripura	2,690	384	147	68	36	31	40	..
TOTAL	21,613	4,240	1,793	869	462	238	272	32

It would be seen from above that as there are villages with one or more hamlets, there are others without any. Of course, these figures are to be interpreted with full cognisance of the fact that hamlets with population below 25 were not required to be enumerated. The maximum number of hamlets in a village varied from State to State. In Madras, it was 14, in Mysore and Madhya Pradesh 24, Bombay 32, Andhra Pradesh 40, Himachal Pradesh 46, Rajasthan 81 (Danteli in Kolputle Tehsil in Jaipur district), and the record case was reported during the pilot survey of Bhagalpur district in Bihar where Kodhar village No. 202 in the Kotoria Anchal was reported to have 229 hamlets.

No. 6.—From Census to Survey—Habitations and Population in Rural Areas

A. According to the Census . . .	5,47,463	1,69,190	7,16,653	27,85,50,289
B. Less :—				
Transferred to other Districts or States	5,931	605	6,536	41,56,528
Transfers from Rural to Urban .	467	136	603	7,23,102
Bechirag in 1951	17,711	2,329	20,040	1,889
Bechirag after 1951	4,436	6,969	11,405	8,07,594
Not Traceable	5,503	2,254	7,757	9,92,307
Blank Entries	254	..	254	64,074
Repeated Entries	1,003	113	1,116	3,97,824
Mistakes and Adjustments .	453	23,797	24,250	2,22,991
TOTAL .	35,758	36,203	71,961	73,66,309
C. Add :—				
Transfers from Districts and States .	3,886	1,512	5,378	36,98,398
Transfer from Urban to Rural .	307	147	454	4,04,840
No Listed	2,745	1,68,647	1,71,392	9,33,351
Newly formed	2,906	10,300	13,206	9,32,626
Then Bechirag now Chirag .	2,554	766	3,320	8,07,927
Mistakes and Adjustments . .	1,280	311	1,591	15,89,824
TOTAL .	13,658	1,81,683	1,95,341	83,66,966
D. According to the Survey . . .	5,25,363	3,14,670	8,40,033	27,95,50,946

Table No. 1—Number of Urban and Rural Habitations and Population (1951), as accepted for the Survey

1—3 Edu.,/6+	States	Cities & Towns	Rural Habitations			Total No. of Habitations	Population			Percentage (Population)		
			Villages	Hamlets	Total		Urban	Rural	Total	Urban	Rural	Total
	Andhra Pradesh	282	26,657	24,066	50,723	51,005	54,92,058	2,59,41,434	3,14,33,492	17.47	82.53	9.38
	Assam	29	23,120	2,422	25,542	25,571	4,23,829	83,80,977	88,04,806	4.81	95.19	2.62
	Bihar	103	67,825	42,011	1,09,836	1,09,939	25,30,370	3,65,43,263	3,91,73,633	6.71	93.29	11.69
	Bombay	632	54,373	21,778	76,151	76,783	1,36,20,697	3,49,59,863	4,85,71,560	28.04	71.96	14.49
	J. & K.	9	6,462	4,376	10,838	10,847	3,98,663	28,17,616	32,16,279	12.40	87.60	0.96
	Kerala	27	4,242	6,418	10,660	10,687	12,52,048	1,25,22,431	1,37,74,479	9.09	90.91	4.11
	Madhya Pradesh	202	69,658	12,520	82,178	82,380	31,49,400	2,29,64,242	2,60,95,642	12.1	87.9	7.78
	Madras	295	20,024	31,857	51,881	52,176	73,26,302	2,27,78,986	3,01,05,288	24.34	75.66	8.98
	Mysore	271	26,107	14,230	40,337	40,608	44,23,537	1,50,25,721	1,94,49,258	22.74	77.26	5.80
	Orissa	39	47,055	4,393	51,448	51,487	5,94,070	1,39,90,339	1,45,84,579	4.07	95.95	4.35
	Punjab	194	21,579	6,297	27,876	28,070	32,30,445	1,31,89,875	1,64,20,320	19.67	80.33	4.90
	Rajasthan	227	31,630	15,200	46,830	47,057	29,49,868	1,30,32,995	1,59,82,863	18.46	81.54	4.77
	Uttar Pradesh	477	1,11,618	1,23,937	2,35,555	2,36,032	86,08,230	5,46,31,064	6,32,59,294	13.61	86.39	18.87
	Delhi	11	248	41	289	360	1481,094	2,26,286	17,07,380	86.76	13.25	0.51
	Himachal Pradesh	12	9,614	3,159	12,773	12,785	43,573	11,05,193	11,48,766	3.79	96.21	0.34
	Manipur	1	1,755	172	1,927	1,928	8,681	6,17,508	6,55,589	1.23	98.77	0.20
	Tripura	1	3,396	1,793	5,189	5,190	52,000	8,00,153	8,52,153	6.10	93.90	0.25
	TOTAL	2,812	5,25,363	3,14,670	8,40,033	8,42,845	5,56,84,263	27,95,59,946	33,52,35,211	16.61	83.39	100.00

Hamlets are generally smaller but not a few were found to be large enough even to justify a middle school. Nenjal Nath in Shrimadhapur of Sehore district has a population of 2,000. There were other similar cases. In some cases, the main village was very small but the hamlets were big.

The hamlets are generally not very far from the main village, the average distance being about one to two miles, but hamlets have been found far-flung in not a few cases. In Andhra Pradesh, they were found at a distance of 7 miles, in Mysore, the maximum distance was 13 miles and in Rajasthan, Bijawa in Sheo of Barmer district is at a distance of 24 miles. In the 'Diara' lands in Bihar, hamlets lie from one to nine miles away from the main village.

The average number of hamlets per hundred villages comes to be about 60, but if, as seen from the above table, only the villages having the hamlets be taken into consideration, then the percentage will rise considerably.

It will be seen from Table No. 7 at page 161 that the maximum number of hamlets were found in Uttar Pradesh, the total number being 1,23,937 for the 1,11,618 villages, and besides these, several hamlets with population less than 25 were not taken into consideration separately. Other States where the number of hamlets were found to be very large are Bihar with 42,011, Madras with 31,857, Andhra Pradesh with 24,066, Bombay with 21,778 and Rajasthan with 15,200.

In view of their size and the distance of the main village, for purposes of educational planning, they have to be considered separately. Existence of a school in a village does not imply that the educational provision exists for its several hamlets, small and big, and even bigger than the main village, far-flung and sometimes at a distance of several miles. What matters is the size and number of habitations, whether it be a village or a hamlet and their mutual distances from the adjoining ones or from the central habitation. This is the basic data which the Habitation Register, the Slab Register and the maps have prepared.

19. *The Population Slabs.*—As in the case of urban habitations the rural habitations have also been grouped in different population slabs. The slabs naturally differ. For the higher population slabs above 500 population, it was not considered necessary to have small range slabs, but to have only broad classifications. All habitations with population 500-999 were grouped together. The next higher slab was still increased in its size to include 1,000-1,999 and the next higher was made still bigger including all habitations with population of 2,000 to 4,999. As normally all the rural habitations with population below 5,000 are classed as rural, it was considered advisable to have a separate slab for 5,000 and above to show the special cases separately. These slabs also conform to the classifications adopted in the Census.

As regards the smaller habitations, however, it was considered desirable to have slabs for each 100 of the population and therefore

Table No. 11—Distribution of Rural Habitations according to Population Slabs

States	POPULATION SLABS									Total below 500	Grand Total	% to Total
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100			
Andhra Pradesh	95	1,814	5,332	9,474	3,474	4,529	6,091	8,895	10,746	33,735	59,723	6.04
Assam	11	233	1,172	3,609	1,624	2,331	3,608	5,794	7,160	20,517	25,542	3.04
Bihar	56	1,186	5,274	14,663	6,955	10,331	16,051	26,010	29,310	88,657	1,09,836	13.08
Bombay	75	1,833	6,244	14,529	5,881	8,222	10,721	14,830	13,816	53,470	76,151	9.07
J. & K.	6	69	296	1,115	565	895	1,428	2,461	4,003	9,352	10,838	1.29
Kerala	84	1,515	3,568	2,776	602	622	541	464	488	2,717	10,660	1.27
Madhya Pradesh	15	412	2,159	9,048	5,247	8,510	13,478	20,743	22,566	70,544	82,178	9.78
Madras	79	1,122	3,912	9,467	3,921	5,441	7,140	10,037	10,462	37,301	51,881	6.18
Mysore	25	692	3,356	6,078	2,805	3,945	5,399	7,909	11,128	31,186	40,337	4.80
Orissa	8	183	1,327	5,912	3,441	5,056	7,703	12,034	15,784	44,018	51,448	6.12
Punjab	42	860	2,544	4,865	1,906	2,433	3,397	4,853	6,976	19,565	27,876	3.32
Rajasthan	8	420	1,658	4,906	2,493	3,850	6,031	10,523	16,941	39,838	46,830	5.57
Uttar Pradesh	44	1,151	5,284	18,149	10,457	17,426	30,727	60,850	91,467	2,10,927	2,35,555	28.04
Delhi	..	19	60	85	24	30	27	19	25	125	289	0.03
Himachal Pradesh	..	..	9	98	100	222	650	2,507	9,187	12,666	12,773	1.52
Manipur	4	38	111	199	83	130	178	459	725	1,575	1,927	0.23
Tripura	1	16	80	249	122	173	320	941	3,287	4,843	5,189	0.62
TOTAL	553	11,563	41,386	1,05,495	49,700	74,146	1,13,790	1,89,329	2,54,071	6,81,036	8,40,003	100.00
PERCENTAGE	0.07	1.38	4.93	12.56	5.96	8.82	13.54	22.54	30.25	81.06	100.00	..

habitations with population below 500 have been divided into five groups. This was necessary for obtaining the detailed break-up of these smaller habitations and facilitated a critical study of the provision of educational facility in these habitations with reference to their population and also that of the adjoining habitations and to see whether the requisite number of children would be available for enrolment in the school.

20. *Slabwise Distribution of Habitations.*—The Slab Register classified the habitations, irrespective of whether it was a village or a hamlet, according to their population into the different population slabs. From the totals in the *Taluka* Slab Registers were obtained the data for District Table II, the totals in which formed the material for State Table II in Form No. 5. Table No. 11 (at page 163), compiled from the State Table II gives frequency distribution of habitations in the different population slabs in the different States, and Table No. 12 (at page 165) gives the population of the habitations in each of the population slabs in each of the States.

As may be expected, the number of rural habitations in the highest slab of 5,000 and above is very small, there being only 553 habitations forming only 0.07% of the total number of habitations. The maximum number, on the other hand, is noticed in the lowest slab with population below 100, there being 2,54,071 habitations in this slab, forming about 30.25% of the total number of rural habitations. The number goes on gradually decreasing in the higher slabs—in the first place to 22.5% in the slab 100 and above, then further coming down to 13.5% in the slab with population 200-299 and 8.8% in the slab 300-399. The three slabs with population below 300 together thus form a total of 5,57,190, out of the total rural habitations of 8,40,033, thus forming about 2/3 of the total number of rural habitations. If all the habitations with a population below 500 are taken into account, this figure rises to a little above 8%, there being only hardly 5% of the habitations in the slab 1,000-1,999 and only about 1.4% in the slab 2,000-4,999 and those in the highest slab 5,000 and above forming just 0.078%.

21. *Population in Different Slabs.*—In spite of this distribution with two modal values, one in the slab 500-999 and the other in the lowest slab, if the distribution of population in rural areas in the different slabs is examined, it will be seen from Table No. 12 that the modal (highest frequency) value lies in the slab 500-999 only. The frequency then sharply falls from 26% to 7.9% in the next lower slab 400-499 and then slightly rises in the next three lower slabs, being between 9% to 10%. It then again falls to about 5% in the lowest slab. On the other hand, in the higher slabs, the fall is gradual, from 26% it being first only to 19.9% and from that to 11.4%. The fall is then steep for the highest slab, as it comes down to only 1.2%, the total population in that slab being 35,38,611. The habitations with a population below 500 among themselves account for nearly 41.5% of the total population.

Table No. 13 at page 167 gives slab-wise the percentage of rural habitations and their population for each State. It will be seen from it that though the population in the lowest slab is only 4.9% of the total rural population, it is spread out in about 30.25% of the total

Table No. 12—Distribution of Rural Population (1951 figures), according to the Population Slabs

States	POPULATION SLABS									Total below 500	Grand Total	% to Total
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100			
Andhra Pradesh	5,66,994	49,56,557	72,62,563	68,03,763	15,35,509	15,37,949	14,57,814	12,49,164	3,74,101	63,52,457	2,59,41,434	9.2
Assam	78,706	6,23,880	15,42,187	24,81,289	7,25,211	3,02,003	3,66,749	8,37,131	4,00,766	39,51,015	83,89,977	3.0
Bihar	3,68,781	32,05,484	79,13,915	1,00,73,127	30,91,286	35,51,640	38,98,124	37,24,298	19,16,868	1,53,81,956	3,65,43,263	13.1
Bombay	4,72,792	51,13,883	83,56,345	1,00,86,715	26,11,396	28,11,216	25,99,237	21,94,249	7,97,150	1,09,21,128	3,49,50,863	12.5
J. & K.	37,572	1,81,207	3,90,254	7,56,395	2,50,678	3,05,661	3,45,251	3,50,881	1,99,717	14,52,183	28,17,616	1.0
Kerala	5,65,492	42,29,838	59,15,574	20,10,591	2,65,682	2,11,686	1,32,525	67,468	28,273	7,09,936	1,25,22,431	4.5
Madhya Pradesh	91,489	11,42,692	28,08,576	60,96,006	23,36,544	29,29,835	32,92,805	30,08,963	12,30,274	1,28,97,419	2,29,46,242	8.2
Madras	5,40,421	39,55,383	52,36,455	65,51,655	17,38,409	18,59,910	17,96,797	14,36,881	5,63,975	78,95,072	2,27,78,980	8.0
Mysore	1,66,411	19,07,341	31,40,391	41,75,899	12,52,186	13,60,332	13,25,448	11,43,368	5,57,495	56,35,679	1,50,25,721	5.4
Orissa	61,175	4,78,551	17,26,032	39,98,988	15,32,591	17,46,921	18,87,442	17,44,267	8,14,372	77,25,593	1,39,90,339	5.0
Punjab	2,48,299	24,04,524	35,07,396	34,39,748	8,59,177	7,39,412	8,31,068	6,96,632	3,71,719	35,89,908	1,31,89,875	4.7
Rajasthan	49,777	11,41,617	22,22,387	33,76,438	11,10,249	13,28,674	14,57,471	14,86,567	8,19,785	62,42,746	1,30,32,995	4.6
Uttar Pradesh	2,58,013	31,40,171	70,02,608	1,23,13,503	46,52,554	60,02,336	74,66,182	86,09,016	51,44,181	3,19,56,769	5,46,51,064	19.4
Delhi	..	49,120	85,041	59,723	10,386	10,630	6,410	2,238	1,383	52,402	2,26,286	0.7
Himachal Pradesh	..	..	10,357	62,676	43,796	75,195	1,55,997	3,43,769	4,43,499	10,32,160	11,05,193	0.5
Manipur	28,287	1,92,644	1,50,124	1,40,231	36,234	43,967	42,207	63,411	40,493	2,26,222	6,47,508	0.2
Tripura	5,302	42,130	1,01,916	1,70,811	53,840	59,055	77,353	1,28,990	1,60,756	4,79,994	8,00,153	0.2
TOTAL	35,38,611	3,17,75,052	5,55,72,121	7,26,09,618	2,20,97,073	2,54,76,222	2,76,72,808	2,70,57,376	1,37,60,565	11,60,64,544	27,95,79,946	100.00
% to Total	1.2	11.4	19.9	26.0	7.9	9.1	9.9	9.7	4.9	41.5	100.0	

number of habitations. The next two higher slabs, though they account for not even 10% each of the total rural population, the number of habitations there is also fairly large though not so large as in the lowest slab. These two classes among themselves account for 36% of the total rural habitations. This has its own repercussions on the provision of educational facilities. The habitations being very small, it becomes rather difficult even to provide for a single-teacher school in each of the habitations, and unless, therefore, they could be grouped together conveniently, it is not quite so easy to provide for them all economically. On the other hand, in the higher slabs, though the number of habitations is very small, the population covered is comparatively substantially large.

This general feature of the distribution of habitations and population in the different slabs in the country taken as a whole is more or less also true in most of the States. The highest frequency for the habitations is in the lowest slab in all the States and Union Territories, excepting the State of Bombay, where it shifts just to the next higher slab, *viz.* 100-199. The second smaller 'mode' is also noticed in all the States except Himachal Pradesh. The second mode is in the slab 500-999, except in the case of Kerala, where it shifts to the next higher slab, *viz.* 1,000-1,999. In Himachal Pradesh, about 72% of the habitations lie in the lowest population slab of 'below 100'.

The distribution of population, however, is such that the modal value is noticed in the slab 500-999 in the States of Assam, Bihar, Bombay, Jammu & Kashmir, Madhya Pradesh, Madras, Mysore, Orissa, Rajasthan, Uttar Pradesh and Tripura, while in the case of Andhra Pradesh, Kerala, Punjab, Delhi and Manipur it shifts slightly upwards to the population slab 1,000-1,999. In Himachal Pradesh, however, the largest population is in the lowest slab, that is in habitations with population below 100. Usually, as in the case of the all-India totals, the fall in the percentage towards the higher slabs from the modal value is a bit gradual in the next higher slab, while in the next lower slab, particularly in those cases where the modal value lies in the population slab '500 and above', is abrupt. The percentage of population in the lowest slab is comparatively far higher in the States of Jammu & Kashmir (7.1), Madhya Pradesh (5.4), Orissa (5.8), Rajasthan (6.5), Uttar Pradesh (9.4), Himachal Pradesh (37.4) and Tripura (20.1).

The percentage of habitations in this slab is very high in Himachal Pradesh, Tripura, Jammu & Kashmir and Uttar Pradesh, in the last-named it being 38.9%, while in the Himachal Pradesh it is 71.9%.

If the number of habitations in the population slabs below 500 be considered, then the States of Assam, Bihar, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and the territories of Himachal Pradesh, Manipur and Tripura include more than 80% of their total habitations. In the case of Himachal Pradesh, this percentage shoots up to 99.1% and in Tripura to 93.5%. As regards the population in the five lowest slabs, the States of Jammu & Kashmir, Madhya Pradesh, Orissa, Uttar Pradesh, Himachal Pradesh and Tripura have more than 50% of their total rural population in these slabs.

Table No. 13--Percentage of Rural Habitations and their Population according to Population Slabs

States	H or P	POPULATION SLABS								
		5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100
Andhra Pradesh	H	0.2	3.6	10.5	19.2	6.9	8.9	12.0	17.5	21.2
	P	2.2	19.1	28.0	26.2	5.9	5.9	5.6	4.9	2.2
Assam	H	0.04	0.9	4.5	14.1	10.4	5.2	14.1	22.7	28.1
	P	1.0	7.4	18.4	29.6	8.7	9.6	10.6	9.9	4.8
Bihar	H	0.1	1.1	4.8	13.3	6.3	9.4	14.6	23.7	26.7
	P	0.9	8.8	19.2	27.6	8.5	9.7	10.7	10.2	4.4
Bombay	H	0.5	2.5	8.3	19.0	7.7	10.8	14.0	19.4	18.2
	P	0.4	14.6	23.9	28.9	7.5	8.0	7.4	6.0	2.3
J. & K.	H	0.01	0.15	2.7	10.3	5.2	8.3	13.2	22.7	37.1
	P	1.4	6.4	13.8	26.8	8.9	10.8	12.3	12.5	7.1
Kerala	H	0.8	14.2	33.5	26.0	5.6	5.8	5.1	4.4	4.6
	P	4.5	33.7	40.1	16.1	2.1	1.7	1.1	0.5	0.2
Madhya Pradesh	H	0.02	0.5	2.6	11.0	6.4	10.4	16.4	25.2	27.5
	P	0.4	5.0	12.2	26.6	10.2	12.7	14.4	13.1	5.4
Madras	H	0.2	2.2	7.5	18.2	7.5	10.4	14.4	19.4	20.2
	P	2.4	13.4	21.9	28.8	9.6	8.2	7.9	6.3	2.5
Mysore	H	0.1	1.7	5.8	15.1	6.9	9.8	13.4	19.6	27.6
	P	1.1	12.7	20.9	27.8	8.3	9.1	9.8	7.6	3.7
Orissa	H	0.02	0.4	2.6	11.5	6.8	9.8	14.9	23.3	30.7
	P	0.5	3.4	12.3	28.6	10.9	12.5	13.5	12.5	5.8
Punjab	H	0.2	3.0	9.1	17.5	6.8	8.7	12.2	17.4	25.1
	P	1.9	18.2	26.6	26.1	6.5	6.4	6.3	5.2	2.8
Rajasthan	H	0.02	0.9	3.4	10.4	5.4	8.2	12.9	22.5	36.3
	P	0.3	9.8	17.1	25.9	8.5	10.2	11.3	11.4	6.5
Uttar Pradesh	H	0.02	0.4	2.2	7.7	4.4	7.4	13.1	25.9	38.9
	P	0.4	5.7	12.9	22.6	8.3	10.9	13.7	15.9	9.4
Delhi	H	..	6.5	20.8	29.4	8.3	10.4	9.3	6.6	8.7
	P	..	21.7	37.6	26.4	4.8	4.8	2.8	1.3	0.7
Himachal Pradesh	H	..	..	0.1	0.8	0.8	1.7	5.1	19.6	71.9
	P	..	..	0.9	5.7	4.0	6.8	14.1	13.1	37.4
Manipur	H	0.1	2.0	5.8	10.3	4.3	6.7	9.3	23.8	37.7
	P	4.3	15.9	23.2	21.7	5.6	6.8	6.5	9.8	6.2
Tripura	H	0.01	0.2	1.5	4.8	2.4	3.3	6.2	18.2	63.4
	P	0.7	5.3	12.7	21.3	6.7	7.4	9.7	16.1	20.1
T o	H	0.07	1.38	4.93	12.56	5.91	8.82	13.34	22.54	30.25
	P	1.2	11.4	19.9	26.0	7.9	9.1	9.9	9.7	4.9

As regards the habitations in the highest slabs, *i.e.*, above 5,000, a fairly large number of these is found in the States of Andhra Pradesh, Bombay, Kerala, Madras and then come Bihar, Punjab and Uttar Pradesh.

Having identified and enumerated the rural habitations and their population according to the population slabs, the next objective would be to find which of these have educational facility in them, which have it in the neighbourhood and which remain without it. But before this is taken up, it would be advisable to state briefly the central tendencies or averages for rural and urban areas in the different States. The density of habitations and population and other averages or central tendencies are, therefore, first discussed.

The Central Tendencies

1. *The Administrative Units vary in Size.*—As seen in the previous chapters, the States vary considerably from one another in regard to their area, number of habitations and population—both urban and rural. The administrative unit of district also varies considerably not only from State to State, as far as its average size in regard to urban and rural area, number of habitations or population, is concerned, but even in the same State they vary widely. This point is extremely important from the point of educational administration as usually the revenue district is also the educational district in charge of one inspector and certain assistants. The load of duties naturally varies according to the size of the district, particularly in regard to the number of habitations and population.

In the first place, the number of districts in the different States, as already pointed out, varies considerably. Even if the single district territories in India are left out, it varies from 5 in Himachal Pradesh to 51 in Uttar Pradesh. Bombay and Madhya Pradesh have 43 each. Rajasthan has 26 and Andhra Pradesh 22; on the other hand, Kerala has 7 and Jammu & Kashmir 9.

2. *Size of a District.*—As the States vary widely in their size, the number of districts cannot be expected to be the same in all the States; but even their average size, the area per district, varies considerably from State to State. On an average, the area per district is 3,769 sq. miles. The area of Delhi is only 578 sq. miles and of Manipur is 8,622 sq. miles. The average size of a district in Kashmir is also very big, *viz.*, 6,138 sq. miles, but this is due to the single large-sized district of Ladakh that has considerably affected the average. The area of Ladakh itself is 37,240 sq. miles. In regard to the size of the districts, Rajasthan ranks next with 5,075 sq. miles as the area per district. In Andhra Pradesh, it is 4,750, in Orissa 4,626, in Assam 4,160, in Bombay 4,121, in Tripura 4,116, in Bihar 3,943, in Mysore 3,868 and in Madras 3,848. That in Madhya Pradesh is almost the same as the average for the country as a whole, it having 3,781 sq. miles per district. The districts in other States are smaller than the average for the country as a whole. Apart from Delhi which is the smallest one-district territory, the average area is very small in Kerala, it being 2,140 sq. miles. Next to it stands Uttar Pradesh with 2,225 sq. miles. In Himachal Pradesh, it is 2,304 sq. miles and in Punjab 2,693 sq. miles.

Thus even if the smallest area of Delhi is left out, the average area of a district in India varies from 2,140 sq. miles in Kerala to 6,138 sq. miles in Jammu & Kashmir and 5,075 sq. miles in Rajasthan. This is in regard to the average itself, but if the variations of individual districts in each of the States be also taken into consideration, the variation in the size of the districts of the different parts of India would be much more marked. Below are given the areas of the biggest and the smallest districts in the different States and Union Territories.

Table No. 19—Biggest and Smallest Districts

State	Average size in sq. miles	Biggest District		Smallest District	
		Name	Area in sq. miles	Name	Area in sq. miles
Andhra Pradesh	4,750	Nizamabad	7,960	Krishna East	1,324
Assam	4,160	Mizo	8,149	Cachar	2,692
Bihar	3,943	Ranchi	7,159	Dhanbad	1,111
Bombay	4,121	Chandla	9,312	Gr. Bombay	162
				Dangs	658
Jammu & Kashmir	6,123	Ladakh	37,240	Kathura	1,023
Kerala	2,140	Kottayam	3,027	Trivandrum	847
Madhya Pradesh	3,781	Bilaspur	8,424	Dalia	733
Madras	3,848	Salem	7,951	Madras	49
				Kanyakumari	646
Mysore	3,868	Bijapur	6,563	Bidar	291
Orissa	4,626	Koraput	9,875	Balasore	2,597
Punjab	2,693	Kanera	8,877	Kaparthala	512
Rajasthan	5,675	Jaisalmer	16,062	Dangarper	1,460
Uttar Pradesh	2,223	Pauni Garhwal	5,612	Rampur	899
Himachal Pradesh	2,304	Mahasu	5,177	Bilaspur	454
Delhi	578				
Manipur	3,622				
Tripura	4,112				
INDIA	3,769				

It will be seen from the above that not only the average varies considerably from State to State but in the States themselves, the areas of different districts vary considerably. The least variation is in Assam and Kerala, being only about three times, and the largest is about 140 times in Madras. The biggest is 60 times the smallest in Bombay and about 37 times in Jammu & Kashmir.

Notwithstanding this, the educational unit under the Inspector is usually the revenue unit barring a few exceptions.

3. *Size of a Taluka or Tehsil.*—What is true of district is equally true of a *taluka* or *tehsil*. The sub-divisions of the districts, are known as *taluks* or *talukas* in the Southern States, *viz.*, Bombay.

Andhra Pradesh, Madras, Mysore and Kerala. In Bihar, the district is divided into what are called *Anchal-cum-Blocks*, there being 574 such blocks in Bihar. In Assam both the *Thanas* and the *Mouzas* (105 in number) are the sub-units. In Orissa, there are 49 sub-divisions and 292 *thanas*. In other States, the sub-divisions of a district is known as a *Tehsil*. For the purpose of this Survey, the lowest unit for taking totals of the data collected was *taluk* or *tehsil* wherever it existed and in the case of Bihar it was *Anchal-cum-Blocks* and *Thanas* in Orissa and Assam. In some districts of Assam, Circles had also to be taken as a unit.

Considered from the size of these smaller revenue units, the area of a *tehsil* also varies considerably from State to State. Below are given in round figures in square miles the average area of this sub-unit in the different states: Andhra Pradesh 584, Assam 436, Bihar 117, Bombay 430, Jammu & Kashmir 1,782, Kerala 272, Madhya Pradesh 851, Madras 470, Mysore 421, Orissa 176, Punjab 676, Rajasthan 622, Uttar Pradesh 507 and Himachal Pradesh 397.

4. *Proportion of Urban and Rural Areas in States.*—Not only is there marked variation in the size of the district administrative unit, the districts from State to State, but also in the extent of their urban and rural areas, whether considered for a State or a district as a unit.

Of the total area of 11,26,991 sq. miles, only 14,646 sq. miles is urban and 11,12,345 sq. miles is rural. This means only 1·3% of the total area surveyed was urban and the remaining 98·7% was rural. The proportion of urban and the rural, however, differs considerably from State to State. In Delhi, being mostly urban, the rural part occupies only 84·95% of the total area, 15·05% being occupied by the urban areas on 31st March, 1957. In regard to the other Union Territories, the rural area occupies about 99·9%. In the States the rural area occupies from 96·8% to 99·9% of the total area, the lowest being in Madras and the highest in Assam. Next to Madras comes Bombay with 96·9%. Next in order are Mysore (97·4%), Andhra Pradesh (98·5%), Uttar Pradesh (98·7%), Kerala (99%), and Bihar (99·4%). In the case of other States, it is still higher.

Of the 3,769 sq. miles of average area of a district in India, 48·98 sq. miles are urban and 3,720·02 sq. miles are rural. Here again, the averages, both for urban and rural, vary considerably from State to State. In Assam, Jammu & Kashmir, Himachal Pradesh, Manipur and Tripura, the urban area is less than five sq. miles per district. In Orissa, it is about 15 sq. miles, in Rajasthan about 17 sq. miles and in Madhya Pradesh about 18 sq. miles. In Kerala, it is about 21 sq. miles and in Bihar about 25 sq. miles. The average urban area per district is biggest in Bombay, as the figure comes to 128·95 sq. miles. In Madras it is 122·38 square miles, Mysore comes next with 101·63 square miles, Delhi with 87 sq. miles and Andhra Pradesh with 69·09 sq. miles.

In regard to the rural area per district, Manipur ranks first with 8,618 sq. miles. Next come Jammu & Kashmir with 6,135 sq. miles and Rajasthan with 5,057 sq. miles. Andhra Pradesh has got 4,681 sq. miles and Orissa 4,611. The districts in Bombay, on an average, occupy 3,992

Table No. 14—Size of the Districts and Talukas

States	No. of			Area in Sq. Miles			Percentage			Average area per Dist. sq. mile			Area per Tehsil/Unit			Average area per			Distance between Hab.
	Dist.	Tal.	Blocks	Urban	Rural	Total	Urban	Rural	Total	Urban	Rural	Total	Urban	Rural	Total	Town	Vill.	Habi.	
Andhra Pradesh	22	179	185	1,520	1,02,974	1,04,493	1.59	98.5	9.28	69.09	4,681	4,779	8.5	575	584	3.39	3.86	2.93	1.51
Assam	11	105	57	48	45,719	45,767	0.16	99.9	4.06	4.36	4,156	4,169	0.46	435	436	1.66	1.88	1.81	1.45
Bihar	17	252	252	426	66,603	67,029	0.6	99.4	5.95	25.06	3,918	3,943	0.74	116	117	4.14	0.98	0.61	0.84
Bombay	43	412	237	5,545	1,71,653	1,77,198	3.16	96.9	15.72	128.95	3,992	4,121	3.46	417	430	8.77	3.16	2.25	1.62
J. & K.	9	31	45	38	55,215	55,243	0.25	99.5	4.99	3.11	6,135	6,138	0.99	178	1,782	3.11	3.54	5.99	2.43
Kerala	7	55	64	146	14,834	14,980	1.0	99.0	1.54	20.86	2,120	2,142	2.65	270	272	5.40	5.50	1.39	1.27
Madhya Pradesh	43	199	195	763	1,61,395	1,62,158	0.5	99.5	14.42	17.74	3,763	3,761	3.99	847	851	5.70	2.32	2.07	1.52
Madras	13	103	133	1,599	48,429	50,019	3.2	96.8	4.44	122.38	3,725	3,843	15.45	479	486	5.39	2.42	0.93	1.04
Mysore	19	179	116	1,939	71,561	73,491	2.6	97.4	6.53	101.63	3,766	3,863	11.36	421	432	7.16	2.53	1.77	1.44
Orissa	13	292	122	192	53,915	60,137	0.3	99.7	5.54	24.77	4,611	4,621	0.96	176	176	4.92	1.27	1.07	1.11
Punjab	17	72	129	449	45,949	45,789	1.0	99.0	4.96	26.41	2,667	2,663	6.24	639	636	2.31	2.10	1.63	1.37
Rajasthan	26	212	162	442	1,31,599	1,31,943	0.3	99.7	11.71	17.99	5,057	5,075	2.08	629	622	1.95	4.16	2.61	1.81
Uttar Pradesh	59	244	1,346	1,459	1,12,014	1,13,494	1.3	98.7	10.98	28.45	2,197	2,221	6.47	599	597	3.94	1.99	0.48	0.75
Delhi	1	1	5	87	491	578	15.95	84.95	99.91	87.99	491	578	..	..	..	7.91	1.98	1.76	1.49
Himachal Pradesh	5	29	21	22	11,592	11,542	0.2	99.8	1.92	4.49	2,399	2,394	0.76	397	397	1.83	1.19	0.99	1.04
Manipur	1	13	6	4	8,613	8,622	0.05	99.95	0.77	4.99	8,618	8,622	0.31	663	663	4.99	4.91	4.47	2.28
Tripura	1	45	6	4	4,112	4,116	0.1	99.9	0.37	4.99	4,112	4,116	0.99	91	91	4.99	4.21	0.79	0.96
TOTAL	299	..	..	14,646	11,12,345	11,26,991	1.3	98.7	100	43.98	3,720	3,769	..	..	..	5.20	2.13	1.32	1.24

Table No. 18—Urban and Rural Areas : The Central Tendencies Compared

State	Total Population	Total Area	Total Habitation	% of Habitation		% of Areas		% of Population		% to Total of		
				Urban	Rural	Urban	Rural	Urban	Rural	Habi.	Popu- lation	Area
Andhra Pradesh	3,14,33,492	1,04,494	51,005	0·56	99·44	1·5	98·5	17·47	82·53	6·05	9·37	9·20
Assam	88,04,806	45,767	25,571	0·11	99·89	0·1	99·9	4·81	95·19	3·03	2·62	4·03
Bihar	3,91,73,633	67,029	1,09,939	0·09	99·91	0·6	99·4	6·71	93·29	13·03	11·68	5·90
Bombay	4,85,71,560	1,77,198	76,783	0·92	99·18	3·1	96·9	28·04	71·96	9·11	14·48	15·61
J. & K.	32,16,279	55,243	10,847	0·10	99·90	0·05	99·95	12·40	87·60	1·29	0·96	4·87
Kerala	1,37,74,479	14,980	10,687	0·25	99·75	1·0	99·0	9·09	90·91	1·27	4·11	1·32
Madhya Pradesh	2,60,95,622	1,71,052	82,384	0·25	99·75	0·4	99·6	12·07	87·93	9·77	7·78	15·06
Madras	3,01,05,288	50,019	52,176	0·56	99·44	3·2	96·8	24·33	75·67	6·19	8·98	4·41
Mysore	1,94,49,258	73,491	40,608	0·67	99·33	2·63	97·37	22·74	77·26	4·82	5·80	6·47
Orissa	1,45,84,379	60,136	51,487	0·07	99·93	0·3	99·7	4·07	95·93	6·11	4·35	5·30
Punjab	1,64,20,320	45,789	28,070	0·69	99·31	1·0	99·0	19·67	80·33	3·33	4·90	4·03
Rajasthan	1,59,82,863	1,31,945	47,057	0·48	99·52	0·3	99·7	18·46	81·54	5·58	4·77	11·62
Uttar Pradesh	6,32,59,294	1,13,494	2,36,932	0·20	99·80	1·3	98·7	13·61	86·39	28·00	18·86	10·00
Delhi	18,50,588	578	300	3·67	96·34	15·05	84·95	87·78	12·22	0·04	00·56	0·05
Himachal Pradesh	11,48,766	11,524	12,785	0·09	99·91	0·02	99·98	3·79	96·21	1·52	00·34	1·01
Manipur	6,55,589	8,622	1,928	0·05	99·95	0·05	99·95	1·23	98·77	0·23	00·19	0·76
Tripura	8,52,153	4,116	5,190	0·02	99·98	0·10	99·90	6·10	93·90	0·63	00·25	0·36
TOTAL	33,53,78,369	11,35,475	8,42,845	0·33	99·67	1·3	98·7	16·65	83·35	100	100	100

Table No. 18b—Percentage of Total Area, Habitations and Population to their Total, Density of Habitations and Population, Average Mutual Distances and Area for Urban and Rural Habitations.

States	Area		Habitations		Populations		Density of Population			Density of Hab. per 100 sq. miles		Average distance(miles) between habitations		Average area per habitation	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Total	Urban	Rural	Urban	Rural	Urban	Rural
Andhra Pradesh . . .	1.5	98.5	0.56	99.4	17.47	82.53	3,613	252	301	0.27	49	20.5	1.53	370	2.03
Assam	0.1	99.6	0.11	99.89	4.81	95.19	8,830	183	192	0.06	54	42.5	1.44	1,577	1.79
Bihar	0.6	99.4	0.09	99.91	6.71	93.29	6,175	549	584	0.15	165	27.3	0.85	651	0.61
Bombay	3.1	96.9	0.82	99.18	28.01	71.96	2,456	204	274	0.36	44	17.9	1.61	280	2.25
J. & K.	0.05	99.95	0.10	99.99	12.40	87.60	14,238	51	58	0.02	20	78.3	2.43	6,138	5.09
Kerala	1.0	99.0	0.25	99.75	9.09	90.91	8,576	844	920	0.18	72	25.3	1.27	555	1.39
Madhya Pradesh . . .	0.4	99.6	0.25	99.75	12.07	87.93	4,123	135	153	0.12	48	31.0	1.51	847	1.97
Madras	3.2	96.8	0.56	99.44	24.33	75.67	4,608	470	602	0.59	107	13.9	1.04	169	0.93
Mysore	2.6	97.4	0.67	99.33	22.74	77.26	2,292	210	265	0.37	56	17.4	1.43	271	1.77
Orissa	0.3	99.7	0.07	99.93	4.07	95.93	3,094	233	243	0.06	86	42.1	1.16	1,542	1.16
Punjab	1.0	99.0	0.69	99.31	19.67	80.33	7,195	291	359	0.42	61	16.5	1.37	236	1.63
Rajasthan	0.3	99.7	0.48	99.52	18.46	81.54	6,674	99	121	0.17	36	25.8	1.80	581	2.80
Uttar Pradesh	1.3	98.7	0.20	99.80	13.61	86.39	5,937	488	557	0.42	310	16.5	0.74	238	0.48
Delhi	15.1	84.9	3.67	96.34	87.78	12.22	18,670	461	3,202	1.90	59	7.7	1.40	52	1.70
Himachal Pradesh . .	0.02	99.98	0.09	99.91	3.79	96.21	1,981	96	100	0.10	111	33.2	1.02	960	0.90
Manipur	0.05	99.95	0.05	99.95	1.23	98.77	2,020	75	76	0.01	22	99.3	2.27	18,622	4.47
Tripura	0.1	99.9	0.02	99.98	6.10	93.90	13,000	195	207	0.02	126	68.6	0.96	4,116	0.79
TOTAL	1.3	98.7	0.33	99.67	16.61	83.39	3,812	249	295	0.25	75	21.4	1.23	403	1.32

sq. miles of rural area. The area in Uttar Pradesh and Kerala is much smaller, being 2,197 and 2,140 sq. miles respectively. In Himachal Pradesh, it is 2,304 sq. miles.

As in the case of districts the *tehsils* also considerably vary from State to State. In Jammu & Kashmir, the size of a *tehsil* is, on an average, 1,782 sq. miles. In Madhya Pradesh, it is 851 sq. miles, in Manipur 663 sq. miles, in Punjab 636 sq. miles, in Rajasthan 622 sq. miles, in Andhra Pradesh 584 sq. miles and in Uttar Pradesh 507 sq. miles. In Bombay it is 430, in Madras 486 and in Mysore 432 sq. miles. In Orissa, the size of the Police *Thana* which is taken as sub-unit has an area of 17 sq. miles. In Bihar, it is the *Anchal-cum-Block* and the size is, on an average, 117 sq. miles. In Assam, the size of the *thana* is, on an average, 436 sq. miles.

These deviations in the area of a district or *tehsil* are significant from the educational point of view as ordinarily the educational district is the same as the revenue district. There is generally an inspector for a district and a sub-inspector or assistant deputy educational inspector generally in a *tehsil* or an educational circle or beat. Where the educational divisions are not planned according to the revenue administrative unit, the case is, of course, different.

5. *Size of a Village*.—What is true of the district and the revenue sub-unit of the district, the *tehsil* or the *taluka* or the *Thana* is also true of the smallest revenue sub-unit, the village, which is a parcel of land, the boundaries of which are defined and settled by revenue survey or Cadastral Survey. In the total rural area of 11,20,829 sq. miles, there being 5,25,363 villages, the average area of a revenue village for the whole country comes to be 2·13 sq. miles, the average for the different States widely varying from this central tendency.

The average size of a village, the smallest revenue unit, is the smallest in Bihar, it being only 0·9 sq. mile per village. In Orissa, Uttar Pradesh, Himachal Pradesh and Tripura, the size is a little more than one sq. mile. In Assam, Punjab and Delhi, it is about 2·5 sq. miles, while in Madhya Pradesh, Madras and Mysore it is about 2·5 sq. miles. In Bombay, it is 3·2 and in Kerala 3·5 sq. miles. In Andhra Pradesh it is 3·9 sq. miles, while in Rajasthan, it is 4·16 sq. miles. It is very high in Manipur and Jammu & Kashmir, the figures being 4·91 and 8·54 sq. miles respectively.

6. *The Average Area of a Rural Habitation*.—In the Survey, it is not the village, but a habitation that is taken as a population centre. As there are 8,40,033 habitations in the total rural area of 11,12,345 sq. miles, on an average, there turns out to be one rural habitation for every 1·32 sq. miles, as against 2·1 sq. miles per village. As expected, it is far smaller than the average area per village, as rural habitations include villages and hamlets in the villages. It is the smallest in Uttar Pradesh, being 0·48 sq. mile. In Bihar, it is 0·6 sq. mile, in Tripura 0·79 sq. mile, in Himachal Pradesh 0·9 and in Madras 0·93 sq. mile. As regards the rest, the average area is more than one sq. mile. In Orissa, it is 1·1 sq. mile, in Kerala 1·4, in Punjab 1·6 and in Delhi 1·7 sq. miles. In Assam it is 1·8 sq. mile. In Andhra Pradesh, it is about two sq. miles, in Bombay 2·25 and in Rajasthan 2·8 sq. miles. In Manipur it is 4·47 sq. miles and in Jammu & Kashmir it is 5·09 square miles.

Table No. 15 - The Central Tendencies for Urban Areas

States	Area in sq. miles	No. of Towns & Cities	Urban Population	Average Area of each Town	One Town per Total Area in sq. miles	Average distance in miles	Rural Area under Urban Influence		Population per Town	Density of Pop. per sq. mile of Urban Area	% of Urban hab. (India) to Total	% of Urban Pop. (India) to Total
							Total	% to Rural				
Andhra Pradesh	1,520	282	54,92,058	5.39	371	21	22,560	22	19,475	3,613	10.03	9.84
Assam	48	29	4,23,829	1.66	1,578	43	2,320	5	14,615	8,830	1.03	0.76
Bihar	426	103	26,30,370	4.14	651	26	8,240	12	25,538	6,175	3.66	4.71
Bombay	5,545	632	1,36,20,697	8.77	280	18	59,560	29	21,550	2,456	22.47	24.40
J. & K.	28	9	3,98,663	3.11	6,138	85	720	1.3	44,296	14,238	0.32	0.71
Kerala	146	27	12,52,048	5.40	555	25	2,160	15	46,372	8,576	0.96	2.24
Madhya Pradesh	762	202	31,49,400	3.78	847	31	16,160	9	15,591	4,128	7.18	5.64
Madras	1,590	295	73,26,302	5.39	169	14	23,600	49	24,835	4,608	10.49	13.14
Mysore	1,930	271	44,23,537	7.12	271	18	21,680	30	16,323	2,292	9.64	7.92
Orissa	192	39	5,94,070	4.92	1,542	42	3,120	5	15,232	3,094	1.39	1.06
Punjab	449	195	32,30,445	2.31	236	17	15,520	34	16,652	7,195	6.90	5.79
Rajasthan	442	227	29,49,868	1.95	581	26	18,160	14	12,995	6,674	8.07	5.28
Uttar Pradesh	1,450	477	86,08,230	3.04	238	17	38,160	34	18,047	5,937	16.96	15.42
Delhi	87	11	14,81,094	7.91	53	8	880	100	1,34,664	18,670	0.39	2.91
Himachal Pradesh	22	12	43,573	1.83	960	33	960	8	3,631	1,981	0.43	0.68
Manipur	4	1	8,081	4.00	8,622	100	80	1	8,081	2,020	0.05	0.01
Tripura	4	1	52,000	4.00	4,116	69	80	2	2,000	13,000	0.04	0.09
TOTAL	14,646	2,812	5,56,84,265	5.21	404	22	2,24,960	26	19,802	3,812	100	100

In the background of these facts and figures as also the geographical conditions and frequency distributions the delimitation of the school areas of the existing and proposed schools could be better evaluated—the planning, however, had to be done with reference to each individual case and not these averages. What was necessary for the purpose was to know first the habitations with schools in them

CHAPTER 20

Rural Habitations with Primary Schools

1. *Number of Schools and School Habitations.*—The Annual Reports on the progress of education, among other things, give the number of primary schools, middle schools and high schools, but give no information even regarding the number of habitations with and without schools, much less any idea about their classification according to population, or any indication regarding the number of habitations and population served by schools in the vicinity.

The number of schools, as may be expected, is bound to be slightly larger than the number of habitations with schools in them due to the existence of two or more schools in some habitations. In some places, there exist separate girls' schools. Had this been the only factor, at least some rough estimate could have perhaps been attempted, but there are other factors involved, which make the task still more difficult.

It is the general practice to count the school according to its 'category' or 'type' and not separated according to the 'stage' at which instruction is provided. Nor infrequently a high school provides education right from the first standard of the primary school so is also the case of some middle schools or full-fledged elementary schools. Their number is not taken into account in the enumeration of primary schools. The actual number of institutions providing instruction at the primary school stage is therefore bound to be larger than the number indicated. Some institutions have their 'branches' sometimes in the same habitation and sometimes in other also and to escape some of the administrative hurdles, the managements treat the main school along with the branches as only one institution for purposes of grant and, therefore, for all returns etc even though, for all practical purposes, these branches remain separate schools. This, in its turn, again reduces the number of educational institutions at the primary stage and adds to the deception.

The number of schools is again not indicative of the quantum of provision, because a school at one place may be so big as to be equivalent to four or five small schools elsewhere. The total number of schools gives no indication regarding the size of the school or the number of classes and therefore of their adequacy.

The statistics regarding the number of schools are of course useful, in their own way, but they do not go a long way in guiding the future planning. The available data do not indicate the number of habitations and the population having educational facility in the habitation itself and failing that those having it in the neighbourhood and how many remain to be served.

It is necessary to know, in the first place, the number and type of habitations in which the existing schools are located, and the extent to which they can and do serve the habitations round about and which habitations exactly ultimately remain without educational facility even in the vicinity, so that how they could best be provided for can be thought of.

The point regarding the size of the school or the number of schools necessary in a given habitation in view of its population is also important but that could of course be objectively studied and settled after considering the local conditions obtaining there in due course, but what is necessary in the first instance is to find out which habitations already possess schools in them, which can take their advantage and which need provision in or at least near them.

2. *The Sources for the Data.*—In the present Survey, therefore, attempt has been made to obtain information regarding the number of habitations in which one or more institutions at the primary school stage are located. The main source for this is the fundamental document, *viz.* the Register of Habitation, in form IB, prepared on the basis of information received from the Educational Inspectorates and specially collected from the school teachers, in the Village Information Cards, in Form C/2, after scrutinising it in a joint meeting of teachers and Patwaris, where the local inspecting officers were also generally present. This register takes the 'habitation' and not the 'village' as the unit and against each existing habitations, as will be seen from the specimen of the form in Appendix I, the fact whether, on the 31st of March 1957, it was served by one or more local schools for boys and/or girls at the primary, middle and high school stages was recorded separately in it.

For the purpose of the Survey, it was immaterial whether it was a big school or a small school or whether it was the main school or a branch school. What mattered was whether the facility—'home facility'—existed or not. Whether it was adequate or otherwise was of course another issue to be considered separately.

As the villages are arranged alphabetically in the Register of Habitations and habitations which are hamlets get enumerated under the appropriate parent village, a separate register called the Slab Register was prepared which was a mere copy, so to say, of the Habitation Register, wherein the same data for the habitations arranged alphabetically were presented according to the population slabs. The abstract of this is presented in the *Tehsil* and District Reports, in Form 3 for each *tehsil*, *taluka* or block or *Thana*, as the case may be. The same facts are also available from the School Area Registers by reference to columns 8, 9 and 10 where the number of boys' schools, girls' schools and their total is given and the type of the school is indicated in column 11.

In preparing Table VI, the district Survey Officers had to pick out from the entries in columns 8, 9, 10, 11, in the School Area Register only those entries where the school was located in the habitation and arrange them according to slabs in special 'tallies'. Of course this record had to agree with the total figures arrived at from the Slab Register or the Habitation Register and where discrepancies, if any, occurred, they were to be first got reconciled. Row 1 in the District Table VI gives the number of habitations and row 2 gives the population and row 3 gives the percentage of the population to the total population in the slab, that is, of the figure in row 2 to the total in row 10 of that column. The totals of the District Table VI give the State Table VI. The list of existing schools were also to be obtained from the Educational Inspectorates and were to be used

in checking the information obtained from the teachers and *pat waris* and thus the present compilation gives the correct position as on the 31st March, 1957, regarding the habitations which had one or more primary school.

How many of these are villages and hamlets is a matter beside the point here, but what matters is whether a concentration of population at any particular place has or has not 'home facility' for education, and hence though from the data collected in the Habitation Registers, Slab Registers or even the School Area Registers separate figures for the parent or main villages and those for the hamlets or the *Dakla* villages were available, they have not been calculated, as the labour involved in the calculation was hardly commensurate with the bare academic interest. If at all, in knowing how many of these happen to be villages and how many hamlets.

3. Distribution of Habitations with Schools among the States.

From the data collected, it is noticed that out of 8,40,033 habitations in the 13 States and the 4 Union Territories, 2,29,023 habitations have one or more schools located in them. Of these, the maximum *viz.* 40,528 forming 17.7% of the total were in Bombay. Next in order came Bihar with 26,351 (11.51%) and Uttar Pradesh with 26,161 (11.43%). Next in order, as will be seen from Table No. 47, at page 253, are Andhra Pradesh and Madhya Pradesh with 22,708 and 20,824 (*i.e.* 9.9% and 9.0%) respectively. The last in the rank are the Union Territories which are very small and also Jammu & Kashmir. This is but natural as the number of habitations in smaller territories and States would be less than those in the bigger States and hence in order to have a correct idea of the extent to which the habitations of the different States have got schools in them, it would be advisable to compare the number of habitations having schools in them with the total number of habitations given in the State Table II (E), the summary of which will be found in Table No. 11 at page 163.

4. Habitations with Schools Compared to their Totals in the States.

—If the number of habitations having schools in them be compared with the total number of habitations in the area, the extent to which educational facility existed in the habitations themselves on the 31st of March, 1957 can be obtained. Compared this way, it will be seen that Delhi which ranked last according to the total number of habitations with schools, they being only 0.08% of the total in India, would score the highest, as 65.74% of its total habitations have one or more schools in them. This is as would be expected in a more or less urbanised district like Delhi. Next comes Kerala with 53.95% with 5,751 habitations out of the total of 10,660 habitations with schools in them. Kerala is closely followed by Bombay with its 53.22% school habitations. Here of course the number of habitations is far larger than that in Kerala, those with schools being 40,528 out of a total of 76,151, though the percentages both in Kerala and Bombay are nearly equal.

Bombay has not got the maximum number of rural habitations the highest number being in Uttar Pradesh, there being 2,35,55 and the next being Bihar with 1,09,836. The percentage of habitations with schools in Bihar is however much lower it being 23.99% and that

n Uttar Pradesh practically at the bottom, being only 11.11%, Himachal Pradesh with 7.86% being the only territory below it. All other States excluding Delhi, Kerala and Bombay save the percentages of habitations with schools in them below 45. Next in ascending order, according to the percentage of habitations having schools in them may be mentioned Tripura (17.25%), Jammu & Kashmir (17.33%), Rajasthan (19.08%), Bihar (23.99%), Madhya Pradesh (25.34%), Orissa (29.22%), Madras (31.65%), Manipur (33.32%), Punjab (40.28%), Assam (43.07%), Mysore (44.31%) and Andhra Pradesh (44.77%).

It is interesting to note here that the percentage of habitations with schools in them is higher in the hilly Union Territories of Jammu & Kashmir and Assam in spite of the hilly districts. The range is from 7.86% to 65.74%, the maximum being more than eight times the minimum; or if the extreme cases of Delhi on the one hand and of Himachal Pradesh on the other are left out, still it is from 11.11% to 53.95%, the next highest nearly five times the next lowest. The average for the whole of India, excluding West Bengal, is 27.26% which means that little more than 1/4th of the total number of habitations in India have schools in them and nearly 3/4th have no schools located in them.

5. *Slab-wise Distribution of School Habitations.*—What would be still more significant and interesting is to study as to how many of these 2,29,023 habitations lie in the different 'population slab' in the different States. Studied from this point, of the 2,29,023 habitations, 1,24,334 are in population slabs 500 and above, forming 54.29% leaving 1,04,689—that is 45.71% in the slabs below 500. Of those in the higher slabs above 500, 33.18% lie in the population slab 500-999 and there are only 523 habitations in the highest slab above 5,000, i.e. 0.23%. Of the 1,04,689 habitations (45.71%) below 500 covering all the slabs including the smallest, as expected, the smallest number, viz. 6,807 (2.97%) lie in the lowest slab 'below 100'.

6. *School Habitations Compared with Habitations in Slabs.*—More significant than this percentage is the percentage of habitations with schools in them to the total number of habitations in the respective slabs. When viewed from this angle, the highest slab gets the first rank with 95.47% and the others follow in order, the next slab accounting for 94.36% and the slab 1,000 to 1,999 having 89.19% and the next slab 500-999 accounting for 72.03%. The slab 400-499 has 50.50% of the total habitations served at home while the next slab 300-399 has got more than its one third, viz. 36.78% of the habitations served at home. As would be expected, the next slab with population 200-299 has 23% of the total habitations in that slab served at home. In the last but one slab only about 10.2% are served and in the last one only 2.68%.

It is interesting to note here incidentally that though there are good many habitations in the higher slabs without any educational facility either in them or even in the adjoining habitations, there existed on the 31st March 1957, 6,807 habitations in the slab 'below 100' with a school in them. They form 2.68% of the total number of habitations in that slab. The number of habitations with population less than 500 and having one or more schools

in them number 1,04,689, forming 15.37% of the total number of habitations in those slabs. Considered from this point, the percentage is, as expected, highest in the highest slab 5,000 and above, being 95.47% as 523 habitations out of 553 have one or more schools in them. As will be seen from Table No. 47, this percentage gradually falls from 95.47 to 94.36 and then to 89.2 and then to 72 in the slab 500-999, when the sudden fall takes it to 50.50 and then to 36.78 in the slab 300-399. In the slabs 200-299 and 100-199, the percentage of habitations with schools in them is 23.00 and 10.21 respectively. On the whole, the percentage of habitations with schools in them is higher in the higher slabs.

7. *Slab-wise Distribution of School Habitations in States.*—The position in this regard in the different States will be seen from Table No. 48. On the whole it would be seen that not a small percentage of habitations in the slabs above 500 in the States of Uttar Pradesh, Rajasthan, Bihar, Madhya Pradesh, Tripura and Kerala was without a primary school in them on 31st March, 1957. As regards the population slabs 'below 500', the percentage will be seen to be comparatively higher than the average of 15.37% in Delhi, Bombay, Assam, Mysore, Manipur, Orissa, Andhra Pradesh, Punjab, Kerala and Madras, and lowest in Uttar Pradesh (5.9%), the next in order being Himachal Pradesh (7.43%) and Rajasthan (8.1%).

In Bihar, there are more than 1,000 habitations in the slab below 100 having a school while in Uttar Pradesh, the number is still greater, it being 1,259. The two together, thus, make nearly 1/3 of the total for the whole of India (excluding, of course, West Bengal). In Bihar, the number of habitations in the last slab are 29,310 while in Uttar Pradesh they are 91,467. Thus in Bihar only one out of every 30 habitations in the slab below 100 and in Uttar Pradesh only one out of every 71 have a school located in them. Considered from the point of view of percentage, the highest number of habitations with schools in the last slab are found in the States of Assam (10.4%), and next come Tripura (7.1%), Manipur (5.9%), Mysore (5.8%) and Bombay (5.2%).

In Uttar Pradesh, even in the highest slab the percentage is 68.2 and in Rajasthan 87.5. A comparatively low percentage of habitations in the slab 2,000 to 4,999 is noticed in the States of Assam (76.8) and Uttar Pradesh (82.2). The 'modal' value for the country falls in the highest population slab in all the States except in Bihar, Bombay, Madhya Pradesh, Rajasthan and Uttar Pradesh where it shifts to the next lower.

8. *The Position in the Districts.*—Space does not permit discussing the special features of each individual district in this all-India report. A few striking illustrations, selected at random, are however, mentioned below to indicate the peculiar trends in different places.

In Assam, the hill district of Mizo has schools in 80% of its habitations—the highest in the State, while Garo Hills have them in 30% of the habitations only. In Kerala, Kozhikode has schools in 79% of the habitations, but Palghat has them in 37.5% and Trivandrum in only 44%. In Rajasthan, Ajmer ranks highest with 71.65%

and Jaisalmer lowest with 25%. In Himachal Pradesh, Chamba with 41.1% ranks highest and Mandi with 13.8% lowest. In Punjab, in Bhatinda, the percentage is about 83.3, in Rohtak about 80, in Gurdaspur and Hoshiarpur not even 33% and in Patiala only about 22%. In Andhra Pradesh, it is 93.8% in Guntur South, Guntur North 75% and Krishna West 82%, while in Chittoor it is only 24% and Adilabad 25%. In Jammu & Kashmir, Baramulla which leads has schools only in 29.3% of its habitations while Udampur has them in hardly one tenth of the habitations. In Orissa, Ganjam Plain has schools in 82.6% of the habitations while Koraput has them in 65% only.

9. *The Overall Result.*—The total result is that 27.26% of the total number of habitations have one or more schools in them, whatever be the type of school, whatever be their standing or size. It is likely that even though a school exists in certain habitations, the provision may not be quite adequate, or on the other hand, children may not be taking the fullest benefit. As regards the schools in small habitations, the maximum number of children that could be enrolled may be so low as not to justify even one full teacher particularly when bigger habitations are without any schooling facility. What matters for the present purpose is that the remaining 72.74% that is 6,11,010 habitations had no school in them on 31st March, 1957.

The real position, however, is not so gloomy as it appears at first sight from this percentage, as, in the first place, advantage of a school in a habitation is taken or, if it is not done it ought to be, by the adjoining habitations within walking distance of the child and, secondly a good many of the habitations without schools in them are from the lowest population slab and therefore the percentage of population served by schools in the habitation is not so low at that of the habitations. This second aspect may be considered here.

10. *Population Served in the Habitation itself.*—Though out of 140,033 habitations, only 2,29,023, that is 27.26%, have school in them, out of a total population of 27,95,50,946, the population served at the primary school stage is 16,70,44,295, i.e. 59.75% of the total population. This is because most of the habitations having schools in them belong to the higher population slabs. The distribution of population according to States and population slabs is given in Table No. 49 and the distribution according to percentages in Table No. 50.

It would be interesting to study how many of these are from each of the States. More than 288.2 lakhs, i.e. 17.25% of the total are from Bombay State. 210.3 lakhs, i.e. 12.59% are from Andhra Pradesh. Next in order comes Bihar with nearly 186 lakhs, i.e. 11.3% and Uttar Pradesh with 177.8 lakhs, i.e. 10.65%. In the rest, it is much smaller the maximum among them being a Madras with 9.12% and next come Madhya Pradesh with 7.23% and Mysore with 6.97%. Punjab has only 5.99% and Kerala 5.43%. Orissa has 3.87% and Assam 3.33%. Jammu & Kashmir accounts for only about 0.74% while the Union Territories form only a very small fraction each, the maximum being 0.27% in Manipur and the minimum 0.12% in Himachal Pradesh and Delhi.

11. *Population with School compared with the Total Population.*—What is more significant is not what percentage of the total population having school in them lie in each of the States, but what percentage of the population in each State has a school at the door. Considered from this point of view, Delhi which stood last, now comes to the first rank with 85.98% of its population having a school in the habitation itself. Next comes Bombay with 82.46%, closely followed by Andhra Pradesh with 81.07%. Next in order are Mysore (77.54%), Punjab (75.89%), Kerala (72.44%), Madras (66.89%), Assam (66.35%), Orissa (55.71%), Rajasthan (53.58%), Madhya Pradesh (52.63%), Bihar (50.89%), Jammu & Kashmir (43.98%) and Uttar Pradesh (32.54%). As regards the Union Territories, Manipur has 69.99% of its population with a school at the door, while Tripura has got for 43.83%. The condition in Himachal Pradesh is very unsatisfactory inasmuch as only 17.92% of its population has got a school at the door.

12. *Slab-wise Distribution of Population having School in the Habitation.*—Of the total population in each respective slabs, about 95% is served at home in the highest two slabs. In the slab 1,000-1,999, this evidently falls to about 90% and 73% in the slab 500-999. Only 26.29% of the population in slabs below 500 has school in the habitations—in the lowest slab the percentage is only 3.23 and in the slab 400-499, it is 59.74%.

This distribution is naturally the result of the provision existing in the different States and Union Territories. Considered on the whole, as would be seen from Table No. 59, the distribution in the different States is more or less on the pattern of this general tendency indicated for the whole of India. In all the States except the States of Bihar, Bombay, Madhya Pradesh, Rajasthan and Uttar Pradesh, the highest slab with population 5,000 and above has home facility for primary education in all these habitations. In Uttar Pradesh, 68.5% and in Rajasthan 79.18% of the population in this slab has home facility. As regards the next slab, the provision is comparatively less satisfactory, in Uttar Pradesh again and in Assam the percentage being 79.1 and 77.5 respectively. In the slab 1,000-1,999, in Kerala 69.4% of the population has no educational facility in the habitation itself. In Assam and Uttar Pradesh, the percentage stands at about 81.

As regards the last slab, in Assam 12.4% of the population in this slab had a school in them. The State that came next to it was Delhi with 8.4% and then Mysore and Bombay with 7.6% and 6.5%. The percentage is quite high in Manipur and Tripura, being 7.5 and 8.5 respectively.

If all the habitations with population below 500 be considered, then Bombay with 51.3% of its population having school at the door ranks highest, closely followed by Delhi with 49.6% and Assam and Mysore with 48.3% and 47.7% respectively. The least percentage in this group is noticed in Uttar Pradesh, being only 10.8%.

13. *Habitations served Compared.*—This distribution is worth comparing with the distribution of habitations with schools in them in the different States. Here the maximum number of habitations

with schools in them is, as already pointed out, again in Bombay State with 40,528 habitations. Next comes Bihar with 26,351, Uttar Pradesh with 26,168 followed by Andhra Pradesh with 22,708 and Madhya Pradesh with 20,824. It is but natural that these States having a large number of habitations should come at the top, accounting for nearly 60% of the total number of habitations so served 11.7% being in Bombay and 11.43% in Uttar Pradesh, but looked from the point of view of the percentage of habitations to the total number of habitations, Delhi with 65.74% stands first and Kerala with 53.95% comes second giving a third place to Bombay with 43.22%. Andhra Pradesh comes fourth. Mysore comes next with 41.31% and Uttar Pradesh which was then third in order now recedes substantially back inasmuch as it has only 11.11% of its habitations served at the door and ranks last but one. In Himachal Pradesh, there are only 7.86% of the habitations with schools in them.

14. *Educational Facility in the Neighbourhood.*—As a result of these, as already mentioned, it is only 59.75% of the population that gets school at the door and considered from the point of view of habitations, only 27.26% have a school in them. This is not to be interpreted to mean that the remaining 72.74% of the habitations or 40.25% of the population go without any educational facility at present. As already stated, habitations in the vicinity of an existing school can and do take advantage of the existence of educational facility within walking distance of the child. It is necessary to distinguish between the two types of habitations having schools in them. Some of these could serve only the habitation in which they are located and none other due to the peculiar circumstances of their location etc. while others besides serving their home population, could also serve others, the former being called 'Independent Schools' and the latter 'Group Schools' in this Survey. The total number of habitations and population served by local schools being composed of these two types, it is necessary to find out how many of these are independent schools and how many are group schools and what population in the different slabs they serve. This is taken up in the next two chapters.

CHAPTER 2.

Existing Independent Schools

1. *The Independent Schools.*—Of the 2,29,023 habitations already having one or more schools located in them on the 31st of March, 1957, 1,04,727, that is 12.47% of the total number of habitations are such that though they have schools in them, by force of the circumstances in which they are located, advantage of these cannot be taken by smaller habitations within a radius of about one mile from the school. This, in some cases, is due to the sparse scattering of the habitations; in some cases, though the habitations may not be sparsely scattered, they are either generally big enough and have their own schools or though smaller, could more conveniently be linked up with other adjoining habitations having a school. Whatever be the contributing factors, the result is that these schools remain exclusively for the benefit of the habitation in which they are located and none other. Such schools have been, as already explained, termed as 'Independent Schools'—not because they are independent in any sense—but that they depend for their entire school strength solely or exclusively on that habitation only and none other according to the principles and targets.

It is not always that bigger habitations have Independent schools, for the simple reason that smaller habitations in the proximity, in accordance with the principles set out, are to be tagged on to them. Normally, however, the chance of their being served by an independent school appears to be more than that for smaller habitations.

The frequency distribution of the habitations with independent schools in the different population slabs shows that nearly 2/3 of the habitations lie in the population slabs of 500 and above and only about 34.9% in those below 500. Of these, contrary to the expectation, a little over 14% are in the population slabs below 300.

2. *Independent Schools in the Lower Slabs.*—There are 988 habitations in the population slab below 100 with independent schools. In the next slab 100-199, there are—nearly five times as many—4,952 schools in the population slab 200-299, there are 8,830 (8.43%). Some of these in this last category may be justified as during the last seven years, due to the increase in population, some of these might have now population above 300 and some may form marginal cases. But this cannot certainly be said in regard to the majority of those in the lowest two slabs, barring of course a few exceptions where, for special reasons, the population might have shot up or even a school might have been started there for certain compelling reasons.

In the last but one slab, the average population per habitation with an independent school is about 150. At 12½% of the population, 18 to 20 children of school-going age would be available there. The actual enrolment in these is bound to be still poor. Even here, therefore, unless there be compelling reasons to the contrary, the existence of an independent school may not be justified on economical grounds. Hence, if these are removed, pressing demands of other habitations with much larger population, but still without any school, could be met with by utilising the services of the teachers

so released. In cases where a school exists or is proposed in an adjoining bigger habitation, there seems no objection in closing the smaller school and particularly so in the case of those in the lowest population slab. The services of the teachers released could be utilised in starting schools at so many bigger habitations without schools.

The Survey Officers were advised to record all such cases and recommend their closure or shifting after carefully considering all aspects. Some Officers have recommended a few such places, but generally, for evident reasons in spite of repeated instructions, they have been reluctant to do the same. However, even when they have not done it, the cases do stand out and it is for the educational administration in the State or the district to look into the matter further.

Of these habitations, some are absolutely isolated, some lie in forest pockets or in hilly areas or in scheduled areas. The special features, if any, have been indicated in the Registers, wherever possible. In some cases, however, though a school was found in a very small habitation, in its vicinity there existed a bigger habitation that went without a school. In others, such schools in small habitations existed even though there existed a school in the bigger habitation in the vicinity.

3. *Their Distribution in States.*—State-wise break-up of these independent schools in smaller habitations shows that the maximum number is in Bombay (4,544). Of these 2,889 are in the slab 200-299. Next comes Assam with 2,265 of which only 967 are in the slab 200-299. Mysore has 2,097 with 1,224 in the slab 200-299. Madhya Pradesh 1,292 with 804 in that slab. It is but natural that the figures should be higher in Bombay as the total number of habitations in Bombay is quite high, but it is not as high as in Uttar Pradesh, Bihar or Madhya Pradesh. But still compared to these States, the number of independent schools is far higher in Bombay in these lower slabs. This, it appears, is due to the progress of education in Bombay and the awakening in this regard in the rural areas and the lead taken by voluntary organisations.

What is more significant in such comparisons is not the absolute figures for such habitations, but comparing them with the total number of habitations in that State and more particularly with those in that slab. Considered from this point of view, though there is only one habitation in Delhi in the lowest slab, it stands higher, being 4% of the total habitations in that slab. In Assam, out of 7,160 habitations in this lowest slab, 348 have independent schools.

4. *Their Distribution in Districts.*—It is not that the habitations with population below 100 having school exist in all the districts. The distribution of habitations with independent schools is not uniform in all the districts. There are a good many districts having no independent school in the last one or two slabs, while there are districts with a proportionately larger number of habitations having independent schools in them, for example, in the Punjab the districts of Kangra and Hissar have quite a large number and so is the case in Mysore in the four districts which were formerly in the Bombay State. In the States of Kerala, Rajasthan and Uttar Pradesh, they are only in a few districts, while in Assam and Bihar they are practically

in all the districts. In Andhra Pradesh, Bombay, Mysore and Orissa, such cases are found in majority of the districts.

There are no Independent schools in the last population slab of 'below 100' in as many as 38 districts of Uttar Pradesh, 25 of Madhya Pradesh, 20 of Rajasthan, 13 of Bombay, 8 each of Andhra Pradesh and Punjab, 6 of Kerala, 4 each of Jammu & Kashmir and Mysore, 3 each of Orissa and Himachal Pradesh, one of Bihar and none of Assam.

In Andhra Pradesh, the district of Visakhapatnam has six such habitations with independent schools. There the number is maximum. In the next higher slab, i.e. 100-199, East and West Godavari account for very high number, viz. for 39 and 28 respectively. In Assam, Lakhimpur alone claims 67 and United Khasi & Jaintia Hills 57 in the lowest slab, while in the next higher slab again the Khasi-Jaintia Hills and Lakhimpur account for 143 and 120 such habitations. Mizo has 110 out of 170, i.e. 61%. In Bihar, there are as many as 31 in Purnea, in the lowest slab but the total number of habitations in the district in this slab is also very high, viz. 2,529. Monghyr has 20 out of 1,036. The other districts have only a few. In the next higher slab, there are 217 such habitations and out of these 95 are in Purnea alone. In Bombay, out of the total 194, 95 are in the old Marathi districts, 29 in the former Gujarati districts, 55 in Saurashtra, 3 in Vidarbha and 7 in Marathwada districts. In Vidarbha, independent schools in the lowest slabs exist only in two districts. In Saurashtra, most of these are found in the district of Kutch, there being 28 such habitations, out of 265 in that slab. In the former Gujarat, Surat leads with 19 and in the former Marathi districts, North Satara with 18, then come Thana with 14, Sholapur with 13 and Poona with 12. In Sholapur, the number 13 is proportionately far higher because it is out of 141, while in Thana the 14 habitations are out of 1,442. In the next higher slab in the Marathi districts, Ahmednagar has 198 out of 498, North Satara 95 out of 583, Ratnagiri 34 and Sholapur 83. In Saurashtra, there are 62 in Zalawad out of 120, and 53 in Madhya Saurashtra out of 102. The total is 312 out of 712.

In Vidarbha, the number is comparatively less, being 24 in Amravati out of 304, which is the highest there. Buldana and Akola have 17 and 16 respectively.

In Jammu & Kashmir, there are 7 such habitations in the lowest slab in the five districts and in the next higher, there are 28 forming only one per cent.

In Kerala, the number in the lowest slab is only one out of 488 and in the last but one slab ten out of 464. Thus in Kerala, there are comparatively very few independent schools in small habitations.

In Madhya Pradesh, the maximum in the lowest slab is found in the district of Sehore, there being 9. In the whole State there are 48. In the next higher slab the same district has got the maximum number of 127. The total in this slab in all the districts is 420.

In Madras also, there are not many independent schools in very small habitations. Out of a total of 10,462 habitations, in the lowest slab, only 14 have an independent school in them. In the last but one slab, 119 out of 10,037 have independent schools. Of these, again, 31 are in Tirunelveli and 21 in Ramanathapuram.

In Mysore, the number of habitations with independent schools in the smallest habitations are found mostly in the four districts that were transferred from Bombay State to Mysore State *viz.* North Kanara, Belgaum, Bijapur and Dharwar, these four districts among themselves accounting for 70 habitations. There are 34 in North Kanara out of 1,356, 18 in Belgaum out of 167, 10 in Bijapur out of 81 and 8 in Dharwar out of 91. In the next higher slab, there are 737 habitations with an independent school in them. But here again, these four districts account for 329 out of their 737 habitations in that slab.

In Orissa, there are not many habitations with an independent school in the smaller habitations, the maximum being 15 in Dhenkanal and 13 in Ganjam Agency. In the next higher slab, out of 12,034 habitations 421 have got independent schools, 85 of this being in the district of Cuttack, 83 in Dhenkanal, 64 in Ganjam Plain and 52 in Ganjam Agency.

In the Punjab, out of a total of 6,976 in the lowest slab, 24 have got independent schools. In the next higher slab, out of 4,853 habitations 100 have got independent schools in them.

In Rajasthan, the district of Jhunjhunu has got 7, the maximum number, the total of habitations with independent schools in this slab being only 15 in the whole State. In the next higher slab, there are in all 43.

In Uttar Pradesh, in the first place, the number of small habitations with independent schools is not large at all, there being 33 in the lowest slab and 71 in the next higher, and of the 33 that are there, 3 are in Nainital and 6 in Tehrigarhwal, out of the totals of 1,353 and 1,008 habitations respectively in this slab in these districts. In the next higher slab, there are in all 71 habitations having independent schools and of these 25 are in the district of Nainital, 13 in Paurigarhwal, 7 in Tehrigarhwal and 9 in Almora.

In Uttar Pradesh, even in the slab 200-299, the number of habitations having independent schools is very small, there being only 101 out of 30,727 and of these 101 habitations 55 lie in the four Himlayan districts just mentioned.

5. *Slabwise Distribution.*—The lowest slab thus accounts for 988 habitations and the one that precedes it 4,952, forming 0.94% and 4.73% of the total number of habitations having an independent school in them. The number and also the percentage of habitations with independent schools goes on increasing in the higher slabs. The slab 200-299, accounts for 8.43%, and in the next two slabs *viz.* 300-399 and 400-499, it is slightly greater than 10%. Thus in all the slabs with population below 500, there are 36,626 habitations with independent schools, forming 34.97% of the total number of habitations

Table No. 21.—Rural Habitations served by the existing Independent Schools at the Primary School Stage (as on 31st March 1957).

State	POPULATION SLABS									Total below 500	Grand Total	% to Total	% to Total II
	5000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100				
Andhra Pradesh	84	1,365	3,688	5,869	1,422	1,243	749	299	32	3,745	14,751	14.09	29.08
Assam	8	113	726	1,959	691	793	967	950	348	3,749	6,555	06.26	25.66
Bihar	28	519	1,762	2,663	672	598	435	217	64	1,986	6,958	06.64	6.33
Bombay	55	1,377	4,766	10,176	3,945	3,330	2,889	1,461	194	10,928	27,302	26.07	35.85
J. & K.	2	21	82	173	44	54	47	28	7	180	458	00.44	4.23
Kerala	82	1,242	2,090	960	121	77	41	10	1	250	4,624	04.42	43.38
Madhya Pradesh	6	131	986	3,238	1,256	1,072	824	420	48	3,620	8,031	07.68	9.77
Madras	32	522	1,644	2,767	585	517	293	119	14	1,528	6,493	06.20	12.52
Mysore	19	531	1,684	3,559	1,183	1,299	1,224	737	126	4,569	10,362	09.89	25.69
Orissa	5	108	749	2,187	823	897	804	421	61	3,006	6,055	05.78	11.77
Punjab	34	654	1,755	2,487	575	426	239	100	24	1,364	6,294	06.01	22.58
Rajasthan	5	170	612	1,490	351	281	135	43	15	825	3,102	02.96	6.62
Uttar Pradesh	22	442	1,083	926	169	158	101	71	33	532	3,005	02.87	1.28
Delhi	..	13	42	55	13	15	9	..	1	38	148	00.14	51.21
Himachal Pr.	..	..	3	16	10	11	15	5	2	43	62	00.06	0.49
Manipur	3	26	58	110	37	44	38	49	6	174	371	00.35	19.25
Tripura	1	10	16	40	24	11	20	22	12	89	156	00.15	3.01
TOTAL	386	7,294	21,746	38,675	11,030	10,826	8,830	4,952	988	36,626	1,04,727	100	12.47
% to Total	0.37	6.96	20.77	36.93	10.53	10.34	8.43	4.73	0.94	34.97	100	..	..
% to II (H)	69.93	63.08	52.54	36.66	22.19	14.60	7.76	2.62	0.39	5.38	12.47	..	..

Table No. 26.—Percentage of Habitations served by the existing Independent Schools to the Total number of Habitations in the different Slabs.

States	POPULATION SLABS									Total below 500	Grand Total
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100		
Andhra Pradesh	88·42	75·25	69·17	60·21	40·93	27·45	12·30	3·36	0·30	11·10	29·08
Assam	72·73	48·50	61·95	54·28	42·55	43·02	26·80	16·40	4·86	18·27	25·66
Bihar	50·00	43·76	33·41	18·16	9·66	5·79	2·71	0·83	0·22	2·24	6·33
Bombay	73·33	75·12	76·33	70·04	51·93	40·50	26·95	9·85	1·40	20·44	35·86
J. & K.	33·33	30·43	27·70	15·52	7·79	6·03	3·29	1·14	1·75	1·92	4·23
Kerala	77·62	81·98	58·58	34·58	20·10	12·38	7·58	2·16	0·20	9·20	43·38
Madhya Pradesh	40·00	43·93	45·67	35·79	23·94	12·60	6·11	2·02	0·21	5·13	9·77
Madras	40·51	46·52	42·02	29·23	14·92	9·50	3·94	1·19	0·13	4·10	12·52
Mysore	76·00	76·73	71·48	58·56	42·17	32·93	22·67	9·32	1·13	14·65	25·69
Orissa	62·50	59·02	56·44	36·99	23·92	17·74	10·44	3·50	0·39	6·83	11·77
Punjab	80·95	76·05	68·99	51·12	30·17	17·51	7·04	2·06	0·34	6·97	22·56
Rajasthan	62·50	40·48	36·91	30·37	14·08	7·30	2·24	0·41	0·09	2·07	6·62
Uttar Pradesh	50·00	38·40	20·50	5·10	16·16	0·91	0·33	0·12	0·04	0·25	1·28
Delhi . . . . .	..	68·42	70·00	64·71	54·17	50·00	33·33	..	4·00	30·40	51·21
Himachal Pradesh . . . . .	..	..	33·33	16·33	10·00	4·95	2·31	0·20	0·02	0·34	0·49
Manipur	75·00	68·42	52·25	55·28	44·58	33·85	21·35	10·68	0·83	11·05	19·25
Tripura	100·00	62·50	20·00	16·06	19·67	6·36	6·25	2·34	0·37	1·84	3·01
TOTAL	69·93	63·08	52·54	36·66	22·19	14·60	7·76	2·62	0·39	5·38	12·47

(viz. 1,40,727) having independent schools. The next slab, i.e. 500-999, in itself includes a little more than all these five lower slabs. It has 38,675 habitations i.e. 36.93% of those having independent schools. Thus the habitations with population below 1,000 among themselves encompass more than 2/3 of the habitations with independent schools. It may be noted here that the slab 500-999 in its total population range is equal to the last five slabs. The total number of habitations with independent schools falling in this slab will have to be viewed in this context while comparing those in the population slabs below 500 with these in the population slab 500-999.

The number of habitations with independent schools in the higher three slabs goes on diminishing. In the highest slab there are only 0.37% of the total number of habitations with independent schools. This is but natural as the total number of habitations in this highest slab is itself very small. It would therefore be necessary to compare these figures with the total number of habitations in each of the slab. In the last row in Table No. 21 are given the percentages of the habitations with independent schools to the total number of habitations in each of the population slabs, for the whole country. From this point of view, the proportionately largest number lie in the highest slab, viz., 5,000 and above, there being 69.9% in this slab. In the next lower slab, there are 63% and the still next 52.5%. Then comes a fall with only 36.66% in the population slab 500-999. In the slab 400-499, the percentage is 22.19 and in the next lower 14.6. There are only 7.8% in the slab 200-299 and 2.6% in the slab 100-199 making an average total of 5.38% in all the habitations below 500, there being only 0.39 of the habitations in the last population slab.

6. *Statewise Distribution.*—Of the 1,04,727 habitations with independent schools, as many as 27,302, i.e. 26.07% lie in Bombay State, 14,751 habitations, i.e. 14.09% lie in Andhra Pradesh, and 10,362, i.e. 9.89% lie in Mysore. But compared with the total number of habitations in these States, Bombay does not figure as high as would appear at first sight. Though in Delhi, the number of habitations with independent schools form only 0.14% of the total number of habitations served by independent schools, 51.2% of Delhi's habitations have got independent schools. Kerala, though contributing only 4.42% of the total number of habitations with independent schools, 43.38% of its habitations have got independent schools. Bombay ranks next with 35.85%, then comes Andhra Pradesh with 29.08%, Mysore with 25.69% and Assam with 25.66%, though the habitations with independent schools in Assam form only 6.26% of the total number of such habitations.

7. *Slabwise Distribution in States.*—Of the maximum number of habitations having an independent school, the maximum are noticed in the population slab 500-999 in all the States except the States of Kerala and Uttar Pradesh, where this 'modal' value shifts to the next higher population slab, viz. 1,000-1,999. There is then a fall on both the sides, sometimes very abrupt, sometimes to 1/5th or even 1/8th of the number. In a few States, there is a lower second 'modal' value noticeable in the population slab 300-399, for example in Bombay, Jammu & Kashmir, Mysore, Orissa and Manipur. In Assam, this second mode is noticeable in the population slab 200-299.

14-3 M of Edu/64

States	POPULATION SLABS										Total below 500	Grand Total	% to Total	% to Total II (P)
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100					
Andhra Pradesh	5,03,424	37,49,347	50,45,005	41,67,408	6,33,047	4,24,882	1,86,376	46,553	2,112	12,02,050	1,47,53,144	16.16	56.89	
Assam	48,970	3,13,125	9,41,202	13,64,119	3,09,413	2,73,094	2,36,795	1,38,379	23,143	9,83,059	36,50,475	4.00	43.56	
Bihar	1,89,608	14,18,282	23,77,399	19,21,421	3,00,177	2,06,793	1,09,059	33,193	3,893	6,53,115	65,59,825	7.19	17.95	
Bombay	3,50,138	38,32,086	63,76,849	71,42,567	13,63,887	11,45,466	7,13,733	2,23,697	14,809	34,61,634	2,11,63,272	23.20	60.55	
J. & K.	15,482	55,700	1,10,554	1,24,922	19,795	18,625	11,625	4,224	443	54,638	3,61,266	0.40	12.32	
Kerala	5,53,649	35,16,491	30,14,978	7,30,246	53,437	26,340	10,321	1,620	39	91,746	79,97,112	8.67	63.14	
Madhya Pradesh	42,067	5,00,023	12,86,336	22,24,600	5,61,714	3,75,537	2,08,752	66,240	3,472	12,51,715	52,68,743	5.77	22.96	
Madras	2,09,741	14,10,651	22,24,171	19,71,503	2,58,901	1,78,506	70,694	18,713	941	5,29,755	63,45,826	6.96	27.86	
Mysore	1,14,083	14,85,356	22,51,772	24,75,501	5,30,972	4,52,282	3,05,739	1,14,449	9,356	14,12,850	77,39,562	8.49	51.51	
Orissa	34,482	2,79,734	9,86,899	15,22,047	3,67,744	3,13,471	2,00,302	65,393	4,493	9,51,813	37,74,975	4.14	26.98	
Punjab	2,00,084	18,37,301	24,37,017	18,09,425	2,58,752	1,49,376	61,624	15,725	1,749	4,37,226	67,65,053	7.42	51.29	
Rajasthan	88,470	4,62,201	8,20,247	10,57,460	1,57,418	98,289	34,005	6,715	1,937	2,97,549	26,65,927	2.92	20.46	
Uttar Pradesh	1,31,831	11,97,401	15,01,662	6,78,000	76,172	55,412	24,956	10,383	2,259	1,69,630	36,78,524	4.03	6.73	
Delhi	..	33,995	59,283	39,070	5,854	5,374	2,219	..	91	13,540	1,45,888	0.16	64.47	
Himachal Pradesh	..	..	3,399	10,360	4,319	3,844	3,749	670	139	12,752	26,511	00.03	2.40
Manipur	21,137	71,233	80,069	77,941	16,280	14,864	9,157	7,266	471	48,038	2,58,418	00.33	46.09	
Tripura	5,302	25,306	22,025	27,939	10,590	3,637	5,004	3,331	892	23,454	1,63,126	00.11	12.89	
TOTAL	24,48,468	2,01,88,234	2,95,32,867	2,73,43,634	49,28,412	37,45,843	21,98,781	7,57,991	69,347	1,16,99,474	9,12,12,677	100.00	32.63	
% to II (P)	69.19	63.53	53.14	37.67	22.30	14.70	7.95	2.30	00.50	10.08	32.63	..	..
% to Total	2.67	22.13	32.38	30.00	5.40	4.11	2.41	0.83	0.07	12.82	100.00	..	..

Table No. 27.—Percentage of Population served by the existing Independent Schools to the Total Population in the different Slabs

States	POPULATION SLABS									Total below 500	Grand Total
	5000 & above	2000 to 4,999	1000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100		
Andhra Pradesh	88.93	75.64	69.47	61.25	41.23	27.63	12.78	3.73	0.37	20.35	56.89
Assam	62.22	50.19	61.03	54.91	42.67	34.05	26.93	16.55	5.78	26.92	43.56
Bihar	51.41	44.25	33.89	19.07	9.71	5.82	27.98	0.89	0.24	4.11	17.95
Bombay	74.06	74.93	76.31	70.81	52.23	40.75	27.46	10.63	1.86	31.70	60.55
J. & K.	41.21	30.74	28.33	16.52	7.86	6.10	3.37	1.20	0.22	3.76	12.82
Kerala	97.91	83.14	60.11	36.32	20.11	12.43	7.79	2.40	0.13	13.09	63.14
Madhya Pradesh	45.98	43.76	45.80	36.49	24.04	12.82	6.34	2.20	0.28	9.49	22.96
Madras	38.81	46.17	42.47	30.09	14.89	96.02	4.05	1.30	0.17	7.16	27.86
Mysore	68.55	77.88	71.70	59.28	42.40	33.25	23.07	10.00	1.69	25.07	51.51
Orissa	56.37	58.45	57.18	38.06	23.99	17.94	10.64	3.74	0.55	12.32	26.98
Punjab	80.58	76.41	69.31	52.60	30.44	17.80	7.41	2.26	0.47	13.57	51.29
Rajasthan	57.20	40.49	36.91	31.32	14.18	7.40	2.32	0.45	0.12	4.77	20.46
Uttar Pradesh	51.09	38.13	21.44	5.51	1.64	0.92	0.33	0.12	0.04	0.53	6.73
Delhi . . . . .	..	69.21	69.71	65.42	53.78	50.56	34.46	..	5.86	41.79	64.47
Himachal Pradesh . . . . .	..	..	32.82	16.53	9.86	5.17	2.40	0.19	0.03	5.64	2.40
Manipur	74.72	69.40	53.34	55.58	44.93	33.81	21.70	11.46	1.17	21.23	46.09
Tripura	100.00	60.07	21.61	15.83	19.67	6.16	6.47	2.58	0.55	4.89	12.89
TOTAL	69.19	63.53	53.14	37.67	22.30	14.70	7.95	2.80	00.50	10.08	32.63

If the position in the different States in regard to the distribution of habitations in the different slabs, in comparison with the total number of habitations in these slabs, be examined, it is noticed in Table No. 26 that excepting a few States, the general trend noticed above for the all-India tables holds good for individual States. In the case of Bombay, Madhya Pradesh and Delhi, the 'modal' slab or highest frequency is noticed in the slab 1,000-1,999. In Andhra it is in the second slab, viz. 2,000-4,999. In Mysore, the percentage is practically at the same high level in the first two slabs, while in Assam though the percentage is highest in the slab '500 and above', it falls to 48.5% in the second slab, but to rise again to about 62% in the third slab. The position in different States in the different slabs can be seen at a glance in table No. 26 (page 207).

8. *Slabwise Distribution of Population Served.*—Examined from the point of population in the different population slabs served by independent schools, of the total population of about 912.13 lakhs served by independent schools in all the States under consideration, about 116.99 lakhs are from the population slabs 'below 500' giving only 12.82% of the total population served by independent schools. The remaining nearly 7/8 of the population is from the higher population slabs.

Though the number of habitations in the lowest slab served by independent schools formed only 0.94% of the total number of habitations so served, the percentage of the population so served from the slab to the total population is only 0.07. On the other hand, in the highest slab, i.e. with population 5,000 and above, though the number of habitations served by independent schools to their total number is 0.37% the population from this slab forms 2.67% of the total population served by independent schools.

9. *Habitations and Population Compared.*—The table below gives a comparative statement of the percentage of habitation served by independent schools in each state and their population to the total number of habitations and population served by independent schools. It also shows the percentage of habitations and population in each slab to the total number of habitations and population in each of the slabs:

Population Slabs

	Population										Grand Total
	5,000 and above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100	Total below 500	
and Total of Habitations.	0.37	6.96	20.77	36.93	10.54	10.34	8.43	4.73	0.94	34.97	100
Population	2.67	22.13	32.38	30.00	5.40	4.11	2.41	0.83	0.07	12.82	100
Percentage in the slab : Habitations.	65.93	63.08	52.54	36.66	22.19	14.60	7.76	2.62	0.39	5.38	12.47
Population	69.19	63.53	53.14	37.67	22.30	14.70	7.95	2.80	0.50	10.08	32.63

It will be seen from the above that the distribution of the habitations or population in the different slabs when compared to the total number of habitations and populations mutually almost agree and shows the same general trend, having the highest percentage in the highest slab and then first slowly and then rapidly falling.

Out of the total of about 912.13 lakhs, about 116.99 lakhs of people are in habitations with population below 500, those in the population slabs 300-499 being 86.74 lakhs, i.e. 9.51% of the total, those below 300 being 30.25 lakhs, i.e. 3.31% of the total of those having independent schools. In the highest slab, i.e. 5,000 and above there are 24.48 lakhs people forming 2.67% of the total population served by independent schools, while in the next highest slab, i.e. 2,000 to 4,999, there being 201.88 lakhs forming 22.13% of the total population served by independent schools. Next two slabs have a population of 295.33 lakhs and 273.44 lakhs respectively, forming 32.38% and 30.00% of the population served by independent schools, thus making 87.18% of the total population served by independent schools.

What is still more significant is the percentage of this population to the total population in that slab. As will be seen from the table given above, it starts with 69.19% in the highest slab and then comes down by stages to 0.5% in the lowest.

10. *Population Served in Different States.*—Of the total population served by independent schools, 23.2% is from Bombay, 16.18% from Andhra Pradesh, 8.67% from Kerala, 8.49% from Mysore and 7.19% from Bihar. These five States thus form nearly 2/3 of the total population served by independent schools.

If, however, the population served by independent schools in each of the States be compared to its total rural population, the picture presented is quite different.

Of the total population, 32.63% is served by these independent schools. The percentage, however, varies considerably from State to State. The highest is in the single-district Union Territory of Delhi (64.47%), closely followed by Kerala with 63.14%. Next comes Bombay with 60.55%, and then Andhra Pradesh with 56.89%, Mysore with 51.51%, Punjab with 51.29% and Assam with 43.56%.

The percentage is very low in Himachal Pradesh, being only 2.40. In Uttar Pradesh also it is very low being 6.73%. In Jammu & Kashmir, it is a little less than 13% and in Bihar about 18%. The percentages in other States lie between 18% and 28%.

11. *Slabwise Distribution of Population served in States.*—If the States be considered according to the population slabs, Kerala has got 5.53 lakhs population served by independent schools in the highest slab. Andhra Pradesh has got 5.03 lakhs, Bombay 3.50 lakhs, Madras 2.09 lakhs, Punjab 2 lakhs and Bihar only 1.89 lakhs.

In the last slab, i.e. with population below 100, out of a total population of 69,347 in that slab served by independent schools, nearly 1/5th i.e. 14,809 is from Bombay. Bihar accounts for only 23,148 and Mysore for 9,358.

In the second slab, i.e. with population 2,000 to 4,999 Bombay has 3 lakhs, Andhra Pradesh 37.5 lakhs and Kerala 35.16 lakhs, thus accounting for 55% of the population in this slab. If the Punjab with a little below 18.4 lakhs is added, these States would comprise more than 2/3 of the population. Madras, Mysore and Bihar each has about 14 lakhs in this slab served by independent schools.

In the next lower slab, i.e. with population 1,000-1,999, Bombay again leads with 63.8 lakhs out of 295 lakhs. Andhra Pradesh with 30 lakhs and Kerala with 30 lakhs follow. In the slab with population 500 and above, out of the total of 273 lakhs served by independent schools, 71 lakhs are from Bombay, 42 lakhs from Andhra Pradesh and 24 lakhs from Mysore, thus accounting for about 50% of the total.

Of the total population of 69,347 served by independent schools in the lowest slab, nearly 1/3 viz. 23,148 is from Assam, and if Bombay with 14,809 and Mysore with 9,358 are added, these three among themselves account for 2/3 of the population in this slab. Next follow Orissa, Bihar, Madhya Pradesh, Uttar Pradesh and Andhra Pradesh. In Andhra Pradesh, a population of 2,122 is served by independent schools in the lowest slab.

The highest value in population is in the highest slab in Andhra Pradesh (88.9), Assam (62.2), Bihar (51.4), Jammu & Kashmir (41.2), Kerala (97.9), Uttar Pradesh (51.1), Punjab (80.6), Rajasthan (57.2), Tripura (74.7) and Tripura (100). In Madhya Pradesh, though the highest value is in the highest slab with 45.98%, a second modal value is again noticed in the population slab 1,000-1,999. The percentage is nearly the same in the highest three slabs. In the States of Mysore and Orissa, however, this highest value is noticed in the second slab with population 2,000-4999, the percentages being 77.9 and 83.5 respectively. In Bombay, the highest percentage of 76.3 comes in the third slab, i.e. 1,000-1,999.

12. *The Total Field covered by Independent Schools.*—It will thus be seen that of the total of 8,40,033 habitations with a population of 27,95,50,946 in the whole of India, 1,04,727 habitations with a population of 9,12,12,677 are served by independent schools, i.e. 2.47% of the total number of habitations or 32.63% of the total population is served by independent schools in the habitations themselves. As would be seen by comparing this figure with the figures already given in the previous chapter regarding habitations and population having schools in the habitations themselves, these do not make up for the entire figures indicated there. Besides the habitations served by independent schools in them, there are other habitations which have also facility for education in the habitation itself. They are considered separately in the next chapter, as besides serving the population in the habitation itself, they also do and can serve the population in the adjoining habitations.

CHAPTER 22

Existing Group Schools

1. *The Group Schools Versus Independent Schools.*—In the previous chapter, it has been seen that 1,04,727 habitations were served by independent schools in them, *i.e.*, schools serving only those habitations and none other. As pointed out in the earlier chapter, there are in all 2,29,023 habitations having schools in them and therefore 1,24,296 habitations with schools in them remain to be accounted for. Most of them are habitations with group schools. To repeat what has been stated about these group schools, they in no way differ from an independent school in any respect, except for the fact that they also cater to the needs of other adjoining smaller habitations within walkable distance of the children residing there. Thus it certainly provides for the habitations in which it is located as much as an independent school does and nothing less than that, but still it does something more than an independent school does, as it can provide for the education of the smaller habitations surrounding it. Therefore, from the administrative point of view, it brings in its trail various other aspects for consideration and that is why these are considered here separately. For example, its location is to be such as would also prove convenient to the other adjoining habitations included in that school area. Its location even in a smaller habitation is sometimes justified in view of its central position as also the total number of children that can take advantage of it. But in the case of an independent school, it is the population of the habitation, *i.e.*, the number of children of school-going age that can be expected to be enrolled in it locally, that could be solely taken into consideration. Group schools are thus justified in smaller habitations also.

Moreover, while determining the size of the school, *i.e.*, the number of rooms, teachers, etc. it is not the population of this habitation itself that matters, but the total population of the school area, *i.e.*, of the habitation in which the school is situated as also the surrounding habitations that are expected to take advantage of it and while judging the enrolment in the school, it is not only the local children that could be enrolled and are actually enrolled have to be taken into consideration but also the non-local ones. The total population of all the habitations to be included in the school area as also the geographical conditions and the facilities in walking up the distance for the children while in the case of independent schools everything depends on the local conditions.

2. *The Sources of Information.*—Information in this respect can of course, be had from the Habitation and the Slab Registers as also from the maps which were finalised with the help of the Cards received from the teachers and the *patwaris*. However, as the different habitations were grouped together to form school areas and the consolidated picture was presented systematically in the School Area Register, the information there was tabulated with the help of 'Tallies' and finalised in the frequency table given in District and State Table IVA. This gives both the number of habitations and population served by group schools.

3. *Cases Better Served after Planning.*—It was more convenient and also useful to collect this information from the School Area Register inasmuch as in some cases even though a habitation could be tagged on to an existing school as a result of planning if there happened to be a school in a nearer habitation to which it could be more conveniently tagged on. In such cases, the habitation could be shown on the map as provided with educational facility both by the existing school and the proposed school with green and red arrows respectively. Though this could be done quite conveniently on the map it was not possible in the School Area Register where habitations falling in a given ultimate school area were to be entered together. In view of this, the number of existing group schools as given in the present statements is bound to be definitely less than the number that would have otherwise been arrived at had some of the schools which, though already having educational facility within the distance limit, have not been taken account of in these tables as they were provided with better facility from the point of view of proximity as a result of planning. The figures are, therefore, to be taken as slightly understating the existing position.

4. *Habitations Served by Group Schools.*—According to the consolidation of the statistics presented by the District and State tables IVA, schools existing in 1,22,408 habitations can be treated as group schools and they can serve as many as 3,70,491 habitations in the vicinity, thus in all 4,92,899 habitations could be served by the existing group schools.

As already clarified, habitations falling in the category of group schools can be divided into two distinct classes, *viz.* (1) those having 'home facility' for education at the primary school stage and (2) those having the educational facility in the neighbourhood. The School Area Register shows which of the habitations in each school area have got a home facility and which are dependent on the facility in the adjoining habitation and at what distance. The tabulation of this information in the form of a frequency table in district or State or all-India Table No. IVA, however, does not distinguish between habitations with school in them and habitations with schools in the adjoining habitation; nor does this table indicate the frequency distribution of the schools according to the total population served and hence cannot give any clue regarding the size of the school areas. Of course, information being readily available in the School Area Register it can be easily tabulated if and when required.

Out of the total of 4,92,899 habitations, 1,52,460 *i.e.* 30.93% are from Uttar Pradesh. Bihar accounts for 16.30% of the total, there being 80,349 habitations and Madras and Madhya Pradesh have a little less than 8% each. Therefore, these four States, among themselves, make up 2/3 of the total number of habitations served by group schools.

5. *Compared with Habitations in the States.*—As already pointed out in connection with the independent schools, what is significant is not so much the percentage of independent schools from each of the States to the total of independent schools in India as the percentage in each of the State to the total number of habitations in that State, *i.e.* to the respective totals in table No. II(H). Comparing

the figures, therefore, in table No. 23 with the corresponding totals in table No. 11, it will be noticed that in Madras, of the total rural habitations 75.78% are served by groups schools. Bihar has a little less, the percentage being 73.15. Tripura has got 67.06, Orissa 67.40, Himachal Pradesh 62.08 and Punjab 61.66. On the other hand, the lowest percentage in this respect is found in Delhi, it being 36.68% with Manipur (40.7%) Bombay (41.0%) and Kerala (41.9%) as the next higher.

These being percentages for the States wherein the varying trends are manifested by the different districts, are therefore to be interpreted as indicating only the central tendency.

6. *Factors behind the Variations.*—The total number of habitations served by a group school depends on various factors. A mere existence of a school in a habitation does not by itself help in determining whether it would be an independent school or a group school. It depends upon the size and distance of adjoining habitations. If in any area the habitations be far apart even though they may be quite small, there is no question of tagging them on to the habitation with the School. In such areas, the number of habitations served by group schools naturally tends to be much smaller as a comparatively larger number of habitations having schools remain independent schools for want of smaller tackable habitations in the vicinity. On the other hand even where habitations are comparatively closer, the possibility of their forming a group school area becomes remote if these habitations be very big, in view of the fact that only habitations within half a mile with population below 500 and those within one mile with population below 300 could ordinarily be tagged on and not bigger habitations, even if the distance be short. Therefore, even in such cases, the habitation with a school not infrequently remains under the principle set out, a habitation with an independent school. Of course, much depended on the Survey Officer's ingenuity and effort in seeing that no habitation which could be ordinarily tagged on to a school habitation escaped his attention. Though a variety of checks and counter-checks were applied and the data had to go through several scrutinies, it is not unlikely that in a few cases, where a habitation could have been tagged on escaped notice and was considered for a proposed school. Glancing through the School Area Register or through the maps also provides sufficient information regarding the extent to which the grouping has been successfully attempted. Space does not permit discussing these critically in the present report. However, it would be interesting to mention a few cases, from the different States, of districts having a maximum and minimum number of habitations served by group schools.

7. *Districts at the Extremes.*—In the State of Andhra Pradesh, the District of Chittoor has 4,149 habitations served by group schools. Cuddapah has 2,740. Srikakulam 2,164, Nellore 1,458 and Karimnagar 1,310 and Anantapur 1,214. On the other hand, Guntur South has got only 76, Guntur North 114, Krishna West 218 and Nizamabad 338. The maximum in Chittoor is nearly 54 times the minimum in Guntur South.

Table No. 23. Rural Habitations served by exiting Group Schools at the Primary School stage (as on 31st March, 1957)

States	POPULATION SLABS										Percentage to		
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100	Total below 500	Grand Total	Total I	Total II
Andhra Pradesh	11	446	1,569	3,050	1,251	1,856	3,158	5,351	5,742	17,638	22,714	4.61	44.78
Assam	3	77	293	1,196	688	1,162	2,021	3,263	3,270	10,384	11,953	2.42	16.60
Bihar	26	643	3,169	9,925	5,067	7,857	12,391	19,868	21,373	66,586	86,349	16.39	73.15
Bombay	19	451	1,457	3,852	1,746	2,692	4,664	8,336	6,008	25,446	31,225	6.33	41.00
J. & K.	4	48	189	673	361	564	904	1,534	2,156	5,519	6,433	1.30	59.36
Kerala	2	194	1,046	1,413	396	421	411	348	215	1,811	4,490	0.91	41.89
Madhya Pradesh	8	219	1,020	3,649	2,182	3,575	6,413	9,949	10,752	34,871	37,767	7.66	45.96
Madras	17	594	2,221	6,314	2,987	4,284	6,261	8,409	8,196	39,137	39,513	7.98	75.73
Mysore	6	160	661	2,272	1,202	1,883	3,160	5,132	7,684	19,411	22,510	4.57	55.80
Orissa	3	72	554	3,315	2,230	3,463	5,527	8,611	9,102	29,343	33,287	6.75	64.70
Punjab	8	202	757	2,141	1,135	1,661	2,548	3,609	5,226	14,979	17,137	3.49	61.66
Rajasthan	2	248	986	2,272	817	1,039	2,437	4,657	8,177	17,427	29,935	4.25	14.79
Uttar Pradesh	8	512	3,558	12,553	6,893	11,166	19,765	39,258	58,747	155,820	1,52,460	30.93	64.72
Delhi	..	5	16	17	6	9	14	16	23	63	106	0.02	36.68
Himachal Pradesh	..	..	4	53	59	132	397	1,563	5,716	7,873	7,930	1.61	62.08
Manipur	1	12	46	76	34	56	89	201	269	649	784	0.16	40.69
Tripura	..	6	62	194	92	140	251	673	2,062	3,218	3,480	0.71	67.06
TOTAL	148	3,389	17,608	52,965	27,146	41,961	70,711	1,21,163	1,57,308	4,18,289	4,92,399	100.00	58.68
% to II (H)	26.90	33.63	42.55	50.21	54.62	56.59	62.14	64.00	61.91	61.42	58.58		
% to Total	00.03	00.79	3.57	10.75	5.51	8.51	14.35	24.58	31.91	34.86	100.00		

Table No. 28.—Percentage of Habitations served by the existing Group Schools to the total number of Habitations in the different Slabs

States	POPULATION SLABS									Total below 500	Grand Total
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100		
Andhra Pradesh	11·6	24·6	29·4	31·3	36·0	41·0	56·8	60·1	53·2	52·3	44·8
Assam	27·3	33·0	25·0	33·1	42·4	49·8	56·0	56·3	45·4	50·6	46·8
Bihar	46·4	54·2	60·1	67·7	72·8	76·0	77·2	76·5	72·9	75·1	73·1
Bombay	25·3	24·6	23·3	26·5	29·7	32·7	43·5	56·2	58·0	47·6	41·0
J. & K.	66·7	60·6	63·8	60·3	63·9	63·0	63·3	62·3	53·9	59·0	59·4
Kerala	2·4	12·8	29·3	50·9	65·8	67·7	76·0	75·0	48·1	66·6	41·9
Madhya Pradesh	53·3	53·2	47·3	40·3	41·6	42·0	47·6	48·0	47·6	46·6	45·9
Madras	60·3	52·9	56·8	66·7	75·2	78·7	84·1	83·8	78·3	80·8	75·8
Maysore	24·0	23·1	28·6	37·4	42·8	47·7	58·5	69·3	69·0	62·2	55·8
Orissa	37·5	39·3	41·7	56·1	64·8	68·5	71·7	71·6	60·3	66·7	64·7
Punjab	19·0	23·5	29·8	44·0	59·5	68·3	75·0	74·4	73·5	72·0	61·6
Rajasthan	25·0	58·9	59·5	46·3	32·8	27·0	40·4	44·2	50·0	43·7	44·7
Uttar Pradesh	18·2	44·5	67·3	69·2	65·9	64·1	64·3	64·5	64·2	64·4	64·7
Delhi . . . . .	..	26·3	26·2	20·0	25·0	30·0	51·8	84·2	92·0	54·4	36·7
Himachal Pradesh . . . . .	..	..	44·4	54·1	59·0	59·9	61·0	62·5	62·2	62·1	62·1
Manipur	25·0	31·6	41·4	38·2	41·0	42·7	50·0	43·8	37·1	41·2	40·7
Tripura	0·0	37·5	76·5	77·9	75·4	80·9	78·2	71·5	62·7	66·4	67·1
TOTAL	26·8	33·6	42·5	50·2	54·6	56·6	62·1	64·0	61·9	61·4	58·7

In Assam, the maximum number is in Goalpara, there being 2,909 habitations served by group schools. Lakhimpur has 1,916 habitations with group schools and Kamrup 1,750. On the other hand, the least number is in Mizo, a hilly area, having only 96. Next higher is Khasi Jaintia Hills with 299. Mikir, Gare and Sib-sagar have 507, 583 and 683 respectively.

In the State of Bihar, Gaya leads in respect of habitations served by group schools, it having 8,044, Ranchi follows next with 7,947, then comes Purnea (7,206), Santhal Parganas (6,686) and Saran (6,024). Here the difference between the smallest and the biggest is not as great as in Assam or Andhra Pradesh. The smallest number of group schools which is in Saharsa is not even 1/5, there being 1,680 habitations served by group schools. Dhanbad district which is the next higher has 2,454, Palamau 2,495 and Bhagalpur 3,055.

In the present Bombay State, in the former Marathi districts, Ratnagiri has the highest number of habitations served by group schools, there being 3,135. Next comes Thana (2,734) and Kolaba (2,105). As against this, the rural area in the greater Bombay has only 12, Dangs 201, South Satara 275 and Sholapur 318.

In the former Gujarati districts of Bombay State, Surat leads with 2,020, followed by Panchmahals with 930, Kaira with 879 and Sabarkantha with 854. The least in this area are in Amreli, there being only 25. Banaskantha has got 194 and Ahmedabad has got 284.

In the Saurashtra districts of Bombay State, of the total of 837, Gohilwad has got 203, Sorath 185, Kutch 169 and Halar 140. The least is in Zalawad which is only 55, and the next higher is Madhya Saurashtra with 85.

In the Vidarbha districts of the present Bombay State, Chanda with 749 and Bhandara with 703 lead. The districts having the lowest, viz. Wardha and Buldhana, have 400 and 412 respectively.

In Marathwada, the same is more or less the situation, the highest being in Nanded with 599 as against 319, the lowest in the district of Parbhani.

In Jammu & Kashmir, Anantnagh with 1,184 has the highest while the District of Poonch and Rajouri with 408 has got the least.

In Kerala, the maximum number is in Palghat (1,681) and the minimum in Kozhikode (239).

In Madhya Pradesh, the highest is in the district of Durg (1,698) and next to it comes Jabalpure (1,537). The least number is noticeable in Datia with 292, the next higher being Indore with 339.

In Madras, the highest number is in Ramanathapuram with 4,005 as against the least in Kanyakumari with 1,084.

In Mysore as against the lowest in Bijapur with only 196, the maximum is in the district of Bangalore where 3,079 habitations are served by group schools.

In Orissa, in the district of Cuttack, there are 4,548 habitations served by group schools while in Sundergarh, there are only 1,440.

In the Punjab Kangra has 4,093, Patiala 2,537, Bhatinda has got only 100 and Mohindargarh 188 and Rohtak 275.

In Rajasthan, Sawai Madhopur has 1,534, Ajmer 1,440 and Alwar 1,480. Udaipur has got 1,826. It will thus be seen that most of the group schools lie in the Ajmer division. The least number is in the Jaisalmer district, having only 31 habitations served by group schools. The next higher is Bikaner with 180, then follow Jalore with 200 and Barmer with 269. These are all in the desert area.

In Uttar Pradesh, the distribution again varies considerably, there being 9,107 habitations served by group schools in the district of Azamgarh, 7,773 in Allahabad and 6,725 in Basti as against 45 in Agra and 430 in Hamirpur.

Among the Union Territories, the district of Mandi in Himachal Pradesh has only 7. The maximum are in Tripura, there being 3,480 next comes Mahasu district in Himachal Pradesh with 2,503. Delhi has only 106 and Manipur 784.

It will thus be seen that there is a marked variation in regard to the number of habitations served by group schools in the districts in every State. If the States be compared in this respect a further marked variation will be noticed.

8. *Habitations Served by Independent and Group Schools Compared.*—Though in India 58.68% of the habitations are served by group schools, their number varies from 75.8% in Madras or 73.2% in Bihar to 40.7% in Manipur and 41.0% in Bombay. As already seen 12.47% of the habitations are served by independent schools, thus nearly 71% of the habitations have educational facility by independent and group schools.

It has already been seen that in the 12.47% of the total habitations that are served by independent schools, 32.63% of the total population was served, i.e. while these 58.7% of the total habitations served by group schools, serve only 50.30% of the total population, thus though the number of habitations served by group schools is far more, the population served is comparatively less. This is but natural; the possibility of having an independent school arises in bigger habitations only which the group school area had, of necessity, to be formed by grouping together smaller habitations in the vicinity of a school habitation—small or big.

It would be interesting to compare the percentage of habitations in the different slabs than are served by independent and group schools from the following table :

Percentage of Habitations served by	5,000 and above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100	Total below 500	Grand Total
Independent Schools	60.9	63.1	52.5	36.7	22.2	14.6	7.3	2.6	0.4	5.4	12.5
Group Schools	26.3	33.6	42.5	59.2	54.6	56.6	62.1	64.0	61.9	61.4	58.7
TOTAL	66.7	66.7	95.0	86.9	76.8	71.2	69.9	66.6	62.3	66.8	71.2

This shows the general trend from slab to slab. In the case of independent schools, the percentage goes on falling from higher to lower population slab while in the case of group schools, this goes on rising till the maximum is reached in the last but one slab. The lowest is slightly less than the one preceding. The total also indicates that in each of the three highest slabs, more than 95% of the habitations and in the slab 500 to 999, about 87% of the habitations have already some educational facility. This then falls to 76.81% in the slab 400 to 499, then to about 71% in the slab 300-399 and then ultimately reaches 62.3% in the lowest slab.

It is quite interesting to note incidentally that even in habitations with a population below 100 on the 31st of March, 1957, 62.3% of the habitations were catered for by either an independent school or a group school. To this will have to be, of course, added a few that were served by peripatetic teacher schools, mostly in Bombay State.

Practically the same picture is noticed in the other States except for the fact that the highest percentage is above the all-India average in some while it falls considerably in others. The highest percentage of 77.62 is noticed in Kerala in the highest slab, while in Jammu & Kashmir though the highest in the highest slab is only 33.33%. In Madras, in the highest slab, it is only 40.51%, while the highest percentage giving the 'modal' value is in the next higher being 46.52%. The percentage is higher than the average in Andhra Pradesh (88.42), Assam (72.73), Bombay (73.33), Kerala (77.62), Mysore (76.00), Punjab (80.95), Manipur (75.00) and Tripura (100).

As regards the habitations served by group schools though the highest percentage is found in the slab 100-199 in the all-India total, it is noticeable in different slabs in the different States. In Madhya Pradesh and Madras, it is in the highest, in Jammu & Kashmir it is in the second slab, in Uttar Pradesh it is in the slab with population 500-999, in Tripura it is in the slab 300-399, in Bihar, Kerala, Mysore, Punjab and Manipur in 200-299, in Andhra Pradesh, Assam and Himachal Pradesh in the slab 100-199 and in the States of Bombay and Rajasthan and in Delhi, it is in the lowest slab.

9. *Slabwise Distribution of Habitations served by Group Schools.*—Table No. 28 gives the distribution of percentages of habitations served by group schools in the different population slabs. It will be noticed from that that the percentage of habitations served by group schools to the total in that slab in that State varies considerably from slab to slab. The total for the State varies from 40.7% in Manipur to 75.8% in Madras, the average for the country as a whole being 58.7%. The modal value for the whole country, as already stated, is in the population slab 100-199; so is the case in Andhra Pradesh, Assam and Himachal Pradesh. In the States of Bombay, Rajasthan and Delhi it shifts to the next lower slab, while in the States of Bihar, Kerala, Madras, Orissa, Punjab and Manipur it shifts to the next higher slab. In the State of Tripura it is in the slab 300-399. In Jammu & Kashmir it is in the next higher and in Uttar Pradesh in the population slab 500-999. In Jammu & Kashmir it is in the next higher and in Uttar Pradesh in the population slab

500-999. In Jammu & Kashmir and Madhya Pradesh, there is a second 'modal' value, in the latter, it is in the highest slab and in the former in the next one.

The percentages again are found to vary considerably from the highest slab to the lowest slab in the States of Kerala, Mysore, Punjab, and Andhra Pradesh, but not so much in the States of Bihar, Jammu and Kashmir, Madhya Pradesh, Madras and even in the case of Bombay where the change is only noticeable in the last two or three slabs.

10. *Slabwise Distribution of Population.*—As regards the distribution of the population to the total population in each of the slabs, table No. 29 at page 225 gives the distribution in the different States in the different slabs. From that it will be seen that the percentage of population served by group schools to the total population in the State varies from 27.08% in Delhi or 27.34% in Kerala to 71.54% in Tripura or 67.96% in Bihar, the average for the country as a whole being 50.30%.

The percentages, as already seen, vary considerably from slab to slab, the highest slab having only 27.6% as against 62.63% in the last slab. These in their turn have resulted from the varying figures in the different States. In the highest slab, the percentage varies from 2.09% in Kerala to 61.19% in Madras. In the second slab, as against 12.18% in Kerala, it is 69.26% in Jammu & Kashmir. Rajasthan with 59.14% comes next. In the third slab, the minimum is 23.38% in Bombay, and the highest two are 66.89% in Uttar Pradesh and 76.23% in Tripura. In the lowest slab also there is considerable variation though on the whole the percentages there are pretty high. In Bihar, it is 73.30, Madras 80.43 and Punjab 73.15. In Delhi it is 88.48. As against these high percentages Madhya Pradesh has 48.09%, Assam 47.01% and Manipur 37.28%.

It is not possible to go into the details of each district of the State here and to indicate why the number of group schools is large or small. It is, as already stated, the result of the conglomeration of habitations, their individual and group population, their mutual distances and the ingenuity and insight the State and District Special Officers could exercise, that the present picture has emerged.

11. *School Areas of Group Schools.*—As already stated, the group schools, besides providing educational facility for the habitations situated in them, also provide for other adjoining habitations at different distances. It is however, not possible from the present tabulation in district and State tables to find out which of these have bigger school areas, which have smaller areas and thus to find out whether there are any group schools which after taking into account the population of the habitations tagged on to them do not satisfy the population target laid down. However, in view of the very fact that more than one habitation would be catered for, the probability of the total population served remaining very low is rather remote. Though this data was not compiled in any District or State tables, it is available in the School Area Registers. A glance through the School Area Registers of the different districts can disclose cases, if any, that need special attention as to whether they should be retained as such or not.

12. *Habitations with Group Schools in them.*—The tabulation gives information regarding the number of habitations that have facility of a group school at home' and the number that have it at some distance. From District and State Table IVC, a summary of which is given at table No. 36, it will be seen that, of the total of 4,92,899 habitations 1,22,408 habitations have a school located in them and the remaining are served by these schools at some distance. Of this 23,163 are from Uttar Pradesh, 19,393 from Bihar, 12,793 from Madhya Pradesh, 11,486 from Madras, 11,432 from Bombay, 8,977 from Orissa, 7,957 from Andhra Pradesh, 7,429 from Mysore, 4,446 from Assam, 1,426 from Jammu & Kashmir and 1,127 from Kerala. The Union territories have naturally a small number, there being only 942 in Himachal Pradesh, 739 in Tripura, 300 in Manipur and 42 in Delhi. Thus, of the total number of group schools having home facility nearly 18.9% are from Uttar Pradesh, 15.8% from Bihar, 10.45% from Madhya Pradesh, 9.38% from Madras and 9.3% from Bombay.

Though Uttar Pradesh accounts for a large number of these habitations, compared to the total number of group schools in the State, the number of habitations having the school located in them is only 15.19% in Uttar Pradesh to the total number of habitations served by group schools. That means out of every 100 habitations served by group schools, 15% have home facility and the remaining 85% have been tagged on to them. Unlike, therefore, the other cases, here lower percentage shows, the maximum use to which these habitations have been put to. The percentage is lowest in Himachal Pradesh, being 11.88, which means that out of every nine habitations served by group schools only one has got home facility, or to put it the other way, every group school, on an average, serves about 8 other habitations. The average for the country, as a whole, is 24.83% or in round figures about 25%; that means the arrangement of grouping the school has resulted in one school on an average serving three other habitations in the vicinity. The States of Uttar Pradesh, Jammu & Kashmir (22.17), Tripura (21.24) and Bihar (24.14) provide for a comparatively larger number than the average for the country as a whole. The percentage is noticed to be higher in Manipur (38.27), followed by Assam (37.20) and Bombay (36.61). In Delhi it is 39.62%. In these States, therefore, a group school does not, on an average, even serve two more habitations. If the case of different districts is examined, it will be noticed that in some districts, most of the schools are independent and thus serve no other habitation.

13. *Slabwise Distribution of Habitations with Group Schools in them.*—Considering the number of habitations served by group schools at home according to the population slabs, it is noticed that a large number is in the slab 500-999, they forming 30.48% of the total. The curve falls on both the sides to about 11 or 12% —it steeply comes down to only 11% in the population slab 400-499, and in the next two slabs, maintaining almost the same level, being 13.13% then 13.76% and then 11.23% in the slab 100-199, and then in the lowest slab it falls to 4.53%. On the other hand when we turn to the upper slabs, from 30.48% it first falls to only 12.39% and then to 2.95% and then finally to 0.12%. Of the 1,22,408 habitations having home facility by group

Table No. 24.— Rural Population 1951 figures Served by Existing Group Schools at the Primary School Stage as on 31st March, 1957 IV A (P)

States	POPULATION SLABS										Grand Total	Percentage to	
	5,500 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 299	Below 100	Total below 500		Total	II(P)
Andhra Pradesh.	62,670	11,99,832	21,24,288	21,16,811	5,50,628	6,27,120	8,16,876	7,45,636	3,16,579	39,56,939	85,60,449	6.08	33.00
Assam	29,736	2,02,45	3,86,796	8,12,935	3,05,517	4,09,337	4,98,672	4,76,278	1,98,420	1867,224	32,98,250	2.35	39.35
Bihar	1,67,369	17,23,329	41,95,849	22,40,162	22,49,162	26,08,281	29,06,304	28,55,276	11,84,950	1,19,83,973	2,18,37,262	17.66	67.99
Bombay	1,17,085	12,67,695	19,53,590	26,46,235	7,68,462	9,07,519	11,08,575	11,61,593	4,69,690	44,15,839	1,04,00,444	7.39	29.76
J & K	22,090	1,25,507	2,47,802	4,57,839	1,59,866	1,92,791	2,18,143	2,20,070	1,11,785	9,02,565	17,55,803	1.25	62.31
Kerala	11,843	5,15,228	14,18,956	9,95,547	1,75,220	1,43,44	1,00,870	51,345	12,317	4,83,205	34,23,879	2.43	27.34
Madhya Pradesh	43,497	6,13,007	13,35,322	24,87,969	9,73,710	12,32,120	15,63,634	14,37,162	5,06,037	58,02,645	1,02,82,440	7.31	44.81
Madras	3,30,680	16,30,122	29,53,442	49,32,297	13,25,317	14,63,718	15,12,472	12,02,955	4,53,624	59,58,086	1,32,04,627	10.81	66.57
Mysore	52,328	4,19,939	8,74,873	15,46,027	5,35,220	6,47,612	7,72,144	7,86,412	3,97,552	31,38,940	60,32,107	4.29	40.14
Orissa	26,693	1,90,661	7,08,609	22,18,863	9,93,089	11,94,438	13,51,804	12,55,470	5,14,105	53,08,906	84,53,732	6.01	60.42
Punjab	48,215	5,57,312	10,34,957	14,77,461	5,04,406	5,72,528	6,21,759	5,26,857	2,71,916	24,91,466	56,09,571	3.99	42.53
Rajasthan	10,945	6,75,157	13,23,350	16,00,203	3,65,986	3,59,747	5,00,881	6,46,894	4,13,645	23,77,153	59,86,808	4.26	45.94
Uttar Pradesh	44,873	13,06,346	46,94,233	85,49,325	30,69,812	38,19,354	48,04,969	56,01,317	33,11,406	2,06,36,858	3,52,21,635	25.05	64.45
Delhi	..	12,401	23,482	12,493	2,675	3,160	3,255	1,413	1,495	12,908	61,284	00.05	27.08
Himachal Pradesh	..	..	4,664	33,587	25,880	45,150	95,202	2,15,058	2,58,218	6,39,508	6,77,759	00.48	61.32
Manipur	7,150	31,411	61,042	53,398	14,698	19,272	21,176	27,999	15,064	98,209	2,51,210	00.18	38.80
Tripura	..	16,824	77,741	1,34,159	40,610	48,131	60,832	93,267	1,00,912	3,43,752	5,72,476	00.41	71.54
TOTAL	9,75,174	1,04,87,223	2,34,08,196	3,62,40,998	1,20,60,258	1,44,04,614	1,71,35,577	1,73,00,002	86,17,625	6,95,18,076	14,06,29,667	100.0	50.30
% to II (P)	27.6	33.00	42.12	49.92	54.53	56.54	61.92	64.94	62.63	59.90	50.30		
% to Total	00.69	7.46	16.65	25.77	8.58	10.24	12.18	12.30	6.13	49.43	100.00		

Table No. 29.—Percentage of Population served by the Existing Group Schools to the total Population in different slabs. IV-A(Pop.)%

States	POPULATION SLABS									Total below 500	Grand Total
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100		
Andhra Pradesh	11·07	24·21	29·25	31·11	35·86	40·78	56·02	59·69	55·34	58·12	33·00
Assam	37·78	32·45	25·08	32·69	42·13	49·92	56·01	56·39	47·01	51·13	39·35
Bihar	45·38	53·76	59·82	67·18	72·76	75·97	76·86	76·67	73·30	75·46	67·96
Bombay	24·76	24·79	23·38	26·23	29·43	32·23	42·65	55·20	59·07	40·43	29·76
J. & K.	58·79	69·26	63·50	60·53	63·77	63·04	63·18	62·72	56·12	62·15	62·31
Kerala	2·09	12·18	28·27	49·52	65·95	67·67	76·12	76·10	52·92	68·94	27·34
Madhya Pradesh	47·54	53·65	47·54	40·81	41·67	42·05	47·49	47·77	48·09	45·31	44·81
Madras	61·19	53·36	56·40	66·13	76·24	78·74	84·18	83·72	80·43	80·57	66·75
Mysore	31·45	22·02	27·86	37·02	42·74	47·61	58·25	68·76	71·71	55·70	40·14
Orissa	43·63	39·84	41·05	55·49	64·80	68·37	71·62	71·98	63·13	68·72	60·42
Punjab	19·42	23·18	29·51	42·95	59·33	68·21	74·73	74·77	73·15	69·40	42·53
Rajasthan	21·99	59·14	59·55	47·39	32·96	27·08	40·27	43·51	48·63	38·08	45·94
Uttar Pradesh	17·39	41·60	66·39	69·43	65·98	64·13	64·33	64·61	64·38	64·62	64·45
Delhi . . . . .	..	25·25	27·61	20·92	24·57	29·73	50·54	84·43	83·48	39·84	27·08
Himachal Pradesh . . . . .	..	..	45·03	53·59	59·09	60·04	61·02	62·56	62·46	61·96	61·32
Manipur	25·28	30·60	40·66	38·68	40·56	43·83	50·17	44·15	37·28	43·41	38·80
Tripura . . . . .	..	39·93	76·28	78·54	75·43	81·50	78·54	72·30	62·78	71·62	71·54
TOTAL	27·6	33·00	42·12	49·92	54·58	56·54	61·92	63·94	62·63	59·90	50·30

schools, a little over 56,233 belong to the population slabs above 500 and above total and of these a little over 37,308 to the population slab 500-999.

In these figures showing the distribution of the habitations served by group schools with home facility be compared to the total number of habitations served by group schools, it is found that 95.95% of the habitations in the highest slab and 93.01% in the next are served in the habitation itself. The percentage naturally then begins to fall, reaching about 86, then falling to 70.44% and then finally, it comes to 3.53% in the lowest slab. Of the total habitations served by group schools in the slabs 500 and above, a little more than 75% have the school in them while in the case of those with population below 500, only 15.8% have the schools in them, to put the other way, out of every hundred schools in the population slab 500 served by group schools, 75 have school in them and 25 are tagged on to a neighbouring habitation, while in the lower slabs, i.e. for the habitations below 500, out of every hundred habitations served by group schools, only about 16 have a school in them and the remaining 84 get tagged on to one school or another.

14. *Bigger Habitations depending on Others.*—Ordinarily, according to the principles and targets laid down, habitations with population 500 and above should have a school in them, but it is noticed here that as many as 56,000 habitations, [and of these 142 are in the highest slab 5,000 and above and 3,617 in the population slab 2,000 to 4,999] have to take advantage of the existing facility in the neighbourhood. It is true that some of these, as a result of planning, would be getting a school in them and to that extent this number will get reduced. There are others that figures here because in 1951 when the Census was taken their population was quite high but had since fallen down substantially, that there are also others which figures here and only shows the position obtaining before planning but as would be noticed later on, they continue to remain so tagged on even in the after planning position. In a few cases, they happen to be quite contiguous to habitations having school so that the school is within such a short distance that proposing another independent or group school in them simply because of a large population was not considered advisable by the Survey Officers. But there are other cases where, notwithstanding the high populations they have been retained by them as habitations depending on a group school as would be seen from the study of the distributions of habitations according to the distance the children have to walk, which is discussed in another chapter.

Table No. 30 at page 235 shows the distribution of these habitations in the different population slabs in the different States. It will be noticed from this that in the highest slab excepting in the case of Bihar and Bombay, the habitation has a school in it. In the next slab, only in the case of Jammu & Kashmir, Madhya Pradesh, Rajasthan and Delhi, all the habitations have schools in them. But in others they also serve the adjoining habitations. The average for the country as a whole is 93% and in good many cases the percentage is round about this average. The special point to be noted is regarding Kerala where it falls to 55.67%. In the next slab, i.e. 1,000-1,999, the average for the country as a whole is 86.13% and

here the percentages in the different States vary from 99.80% in Madhya Pradesh to 32.41 in Kerala. If these extreme cases are left out the next one would be Manipur with 71.74% and Assam with 77.82%.

In the lower slabs, naturally the percentage of habitations having home facility to the total number of habitations served by group schools goes on decreasing. It would be interesting to see what percentage of habitation from among those having group schools have home facility in the lowest slab. The average for the country as a whole is 3.53% and this is the result of percentages varying from 1.19% in Rajasthan or 2.09% in Uttar Pradesh to 12.31% in Assam or 13.75% in Manipur. On the whole, in the slabs below 500, the percentage of such habitations having home facility is very small, being 15.82. The minimum is in Delhi (10.29) and next comes Himachal Pradesh (11.41) and then Rajasthan (13.73), the highest being in Uttar Pradesh with 33.38% and the next to it is Assam with 31.10%

15. The remaining habitations are, of course, served at some distance, varying from any distance beyond a couple of furlongs to generally up to one mile. In a few exceptional cases, the limit is raised higher to 1½ miles and in still exceptional cases above 1½ miles, but such cases are extremely few. Before the distance the children would be required to walk is discussed it would be necessary to account for the remaining 1,888 habitations with a school in them as the independent schools account for 1,04,727 and group schools account for 1,22,408 out of 2,29,023 habitations that were already indicated as having home facility for education. These are served at present by peripatetic teacher schools located mostly in Bombay State and parts of the former Bombay State now included in the Mysore and Rajasthan States. These are discussed in the next chapter.

CHAPTER 23

Existing Peripatetic Teacher Schools

1. *The Walking Teacher for the Lone Tiny Habitations.*—As already pointed out, the Peripatetic Teacher School serves the need of far flung tiny habitations which cannot be tagged on to any other habitation within walkable distance of the child, *viz.*, about one mile so as to form among themselves a total population of at least 300 or thereabout but at the same time they are so situated that though a habitation or group of habitations may not form the minimum requisite population of 300, two such groups, at a distance of not longer than 5 miles, together form the necessary 300 total population, so that one teacher could be provided for all these habitations taken together and instead of the children being required to walk the long distance, the teacher is required to walk from one centre of the school to the other. It is in fact a Single Teacher School, having two centres of work situated at a distance of not longer than five miles.

2. *The Two Sessions.*—If the distance between these two centres be less than one mile perhaps only a Group School would have been established as children could have walked that much but where the distance exceeds this limit, as it would be impossible for the children to walk such long distances depending on the distance between the two centres, and of the habitations from the centre, the walking teacher is required to hold the school alternately at the two centres either in two sessions, one in the morning and the other in the evening or if the centres be at a longer distance from one another on alternate days and if the distance be still longer, say about three to five miles, then to have it at one place for three days and at the other centre on the remaining three days.

3. *Independent or Group Centre.*—At each of the centres, there may be just only that habitation to be catered for and for that matter, it would be an independent centre or Independent School without of course any full-time provision but a sort of a part-time provision, having only one session a day or session on alternate days or a session for three continuous days with rest period of an equal length. In case there happen to be other smaller habitations round about that centre, then as in the case of the Group School, they are tagged on to this centre of the Peripatetic School. Thus in the case of the Peripatetic Teacher School, each school has got two centres where the single teacher holds the session and at each centre there may be one or more habitations. Each centre may, therefore be an Independent School or a Group School Centre.

4. *Existing Peripatetic Teacher Schools.*—This system was introduced some years back in the State of Bombay only and no other. However with the transfer of some of the districts from the old Bombay State to the adjoining States of Mysore and Rajasthan Peripatetic Teacher Schools existed on the 31st March 1947 in the States of Mysore and Rajasthan also. Of the total 2,359 habitations served by peripatetic teacher schools, only 13 are in Rajasthan, 13 in Mysore and 2,213 in Bombay. Of these, 1,888 are actual centres

of instruction, i.e., in 1,888 habitations the part-time school session is held, the total number of school areas being exactly half of these, i.e., 944. There are thus 5 peripatetic school areas in Rajasthan. 42 in Mysore and 897 in Bombay, with exactly double the number of centres in these States.

In Rajasthan, three other habitations have been tagged on to the existing centres and in Mysore, 49 other tiny habitations have been tagged on. In Bombay, the number tagged on is 419. It will thus be seen that the number of habitations that could be tagged on to any centre of a peripatetic teacher school is very small. This is as it can be expected in view of the scatter of these habitations and that is why provision of a peripatetic teacher school is taken advantage of, only as a last resort.

As already stated, out of the 2,359 habitations served by peripatetic teacher schools, 2,213, i.e., 93.8% are in the present Bombay State and those too in Gujarat and Maharashtra districts. In Greater Bombay and the district of Dangs, there is none. The number of peripatetic teacher schools is extremely small in as much as they serve only 0.28% of the total rural habitations and 0.16% of the total rural population in India but still their place or value cannot be under-estimated in as much as this type of arrangement makes education reach some of the tiny remotest habitations which would otherwise remain without education. In Bombay State, where these schools were introduced some years back, the number is not so inconsiderable that they provide for 2.91% of the rural habitations in Bombay. In Mysore, they form only 0.33% of the habitations while in Rajasthan 0.03% of the total number of habitations there. As far as population is concerned, they cater for 4,59,348, i.e., 0.16% of the total population of the whole country. Of these, 4.59 lakhs nearly 4.43 lakhs i.e., nearly 96.34% of the population served by peripatetic teacher schools are from Bombay. In Mysore, the population served is 14,600 and in Rajasthan 1,305.

5. *Bigger Habitations with P. P. Teacher Schools.*—It is true that both the number of habitations as also the total population so served is small even in the State of Bombay where this scheme was introduced then but it must also be remembered that this facility is meant not for all habitations but for tiny habitations below the population of 300. The majority of these are so small that taken singly they could never be expected to have any educational facility.

Notwithstanding this fundamental principle regarding the restricted field for peripatetic teacher schools, it was rather surprising to find that not a small number of habitations with population more than 300, had only a peripatetic teacher school facility, as will be seen from table No. 25 out of 2,359 habitations served by such schools 186 were from slabs above 300. If the population of the habitations that could be tagged on be taken into consideration, the figure will be still higher.

The reason given for a large number of habitations in higher slabs with peripatetic teacher schools by the State Special Officer is that some of the habitations though falling in higher population slabs, their population has subsequently dwindled down substantially

below the 300 mark. In some cases, the population is mostly nomadic engaged in sheep-rearing and cattle rearing etc. and therefore no full-time stable schools could be organised. Another reason attributed which is nearly no reason for this purpose, is that because the people were not enthusiastic and education-conscious, such schools were started there.

6. *Slabwise Distribution of Habitations served by Peripatetic Teacher School.*—Though habitations served by a peripatetic teacher school whether that facility be at 'home' or in the neighbourhood ought to be with population much below 300 but only 79.4% of the total number of habitations served by peripatetic teacher schools are found to have been with population less than 300 and the remaining 486, i.e., 20.6% of the habitations are with population above 300 their total population being 1,87,383, the average per habitation thus comes to 385. Study of the *Taluka* documents reveals that some of them have population even above 400 and hence there was no justification whatsoever for such habitations being served by just peripatetic teacher schools when full-time schools were possible. Of these bigger habitations there is only one in Rajasthan and 7 in Mysore but 478 in Bombay. This is but natural, as a majority of the peripatetic teacher schools now remain in Bombay only.

Habitations with population below 100 are only 599, forming 25.39% of the total number of habitations with peripatetic teacher schools. In the next higher slab 100-199, they form 32.05%, and in the marginal slab of 200-299 they form 21.96%.

The same aspect viewed from the point of population shows that 59.21% of the population is in the last three slabs while 40.79% of the population served by peripatetic teacher schools is in the population slabs above 300. Though this means only 0.17% of the habitations and 0.09 of the population of that slab, in terms of percentage still actually these cases deserve careful consideration.

Of the 7 habitations in the population slab 300 and above in Mysore State, two are with population 500 and above, 2 with 400 and above and three with 300 and above. In Bombay, there are 11 in population slab 400 and above, 374 in the slab 300 and above and 503 in the slab 200 and above and in Rajasthan one in 300 and above.

Of the 2,213 habitations served by P. P. teacher schools in Bombay State, 1,274 are in Gujerat and the remaining 520 in Maharashtra, the one-third of them are in 10 districts region and two-thirds in the 10 districts region of the former.

In Maharashtra, the maximum number of schools are confined to the districts of Thana, West Khandesh and Poona while in Gujerat they are in the districts of Banaskantha, Panchmahal and Mehsana. Of the 2,359 habitations 486 lie in the highest slab, 518 in the marginal slab of 200-299, 756 in the slab of 100 and above, and 599 in the last slab. Of the 478 habitations in the highest slab in Bombay State 104 are in Maharashtra and 374 in Gujerat.

7. *Distance to School.*—Considered from the point of view of distance, of the 2,359 habitations, as already stated, 1,888 have home facility, being the centres where the school is held alternately, 23

habitations are at a distance of half a mile from these centres. Of these, 162 are with population below 100. Four of these are in the highest slab. 222 habitations are at a distance greater than half a mile but less than one mile and of these, 153 are in the last slab. One out of these is in the population slab 300 and above. In the case of 14 habitations, the children have to walk a distance of between 1 to $1\frac{1}{2}$ miles and there is one habitation where the children have to walk more than $1\frac{1}{2}$ miles. It is a tiny habitation.

Considered therefore from the point of view of home facility of the peripatetic teacher schools, of the total number a little more than one-fourth are in the slabs above 300 and only above 14% in the last slab, the maximum number being in the slab 100-199.

8. *Distance for Teacher*.—What is also worth finding is the distance the teacher is required to walk. In the case of school areas in Gujarat, 101 teachers have to walk a distance between $2\frac{1}{2}$ to 5 miles, 96 have to walk between 2 to $2\frac{1}{2}$ miles, 243 between $1\frac{1}{2}$ to 2 miles and 737 less than $1\frac{1}{2}$ miles, from one centre to another, while in Maharashtra 265 have to walk less than $1\frac{1}{2}$ miles, 191 between $1\frac{1}{2}$ to 2 miles, 42 between 2 to $2\frac{1}{2}$ miles and the remaining 122 more than $2\frac{1}{2}$ miles.

As a result of grouping together schools, though a large number of habitations and population could be grouped together and provided with educational facility, a substantial number still remained uncatered for as far as provision as on the 31st of March 1957 was concerned. Before discussing the proposals made for the location of new schools, it would be advisable to take stock both of the number of habitations and population that can be treated as having the educational facility at the primary school stage and those remaining without such facility as on the 31st March 1957. This is attempted in the next two chapters.

CHAPTER 24

The Distance from the School

1. *School Facility in the Home-Habitation.*—The very concept of a school area brings in its trail the question regarding the distance the child is to walk, as in a group school area not only the habitation in which the school is located is to be served but other habitations particularly smaller ones which on their merit cannot in the present economic structure be given a school by themselves. They have to be served by the school in the central habitation and the child is naturally expected to walk some distance. It would be an ideal condition if the school could be practically at the door of the child but this, as already discussed, is not possible in the immediate future and hence arose the need of grouping habitations together, for sharing educational facility.

There are however found to be some habitations, the school in which could not serve any other habitation except the one in which it was located, due to the absence of smaller habitations, which could not of their own have a school within a walkable distance. In such cases, the Independent School, of course, provides educational facility at the door of the child. It does not however, mean that the child has not to walk any distance at all. The school cannot be next door to every house in the village or the hamlet. The school may be just in the centre of the habitation in which case the children in all the houses on the outskirts will have practically to walk the same distance which would depend on the size of the habitation but in some cases where the habitation is rather big and the only school in it is situated at one end of the village, then naturally the children staying in houses at the other extremity have of necessity to walk a longer distance. It may be in some cases even half a mile or a little more.

However for purposes of this study, as the actual distance each child in the habitation would be required to walk to the school located in the habitation itself was not assessed nor was it worth the trouble. It is presumed, for the purposes of this study, that the school in the habitation is at 'zero distance' or 'no distance' for the children in that habitation, notwithstanding that in a few cases the children may have to walk some distance. In any case, it cannot be too long. In bigger habitations, there are bound to be more than one school and cases where the school lies entirely outside the habitation at some distance due to some peculiar special facilities existing at that place, it may be that the children may have to walk a little longer distance but that is a condition self-imposed jointly by the habitation or the local authorities concerned. All habitations therefore having schools located in them are for this purpose considered as having home facility served at no distance.

What is true of an Independent School is equally true of a habitation in which a Group School is located or a centre of a peripatetic teacher school is located. The actual location of the school *vis-a-vis* the various clustres in the habitation is a matter outside the scope of this study. The Survey presumes the distance to be 'nil'.

2. *Schools in Neighbouring Habitations.*—In cases where the habitation has to depend for educational facility on an adjoining habitation having a school, naturally the children have to walk some distance ordinarily not more than one mile. As however the nature of the two types of schools, the group school and the peripatetic teacher centre, differs considerably, the distance a child is required to walk in the case of a group school and a peripatetic teacher school centre are discussed separately below.

As already stated, in the case of a Group School, the habitation in which the school is located provides the educational facility at 'no distance'. Out of 4,92,899 habitations served by group schools, nearly one-fourth, i.e., 1,22,408 habitations have schools located in them and hence the children in these habitations have the school at their door. It is the children in the remaining 3,70,491 habitations who have to walk some distance. Of these, children in 1,74,821 habitations (i.e., 35.46% of the habitations) have to walk not more than half a mile. Those from 1,76,999 have to walk more than half a mile but not more than one mile. Those form another 35.9% of the habitations. In the case of children in 17,444, which form only 3.5% of the habitations so served, they have to walk more than one mile but not more than 1½ miles and it falls to the lot of children in 1,227 habitations to walk a distance of 1½ miles or a little more.

3. *School in a Contiguous Habitations.*—As regards the habitations which are at a distance of half a mile or less, not a few of these are quite contiguous but as the school is technically located in one, the other contiguous habitation which is tagged on to it, is treated as lying outside but at a distance of less than half a mile. It may be, though it may look anomalous, that some children in the habitation in which the school is located may have actually to walk sometimes a little longer the children in the adjoining habitations tagged on to it, as the school actually may be nearer to a majority of the children in the contiguous habitation than to those in the parent habitation. However for the present statistical purposes, there is no other alternative except to treat them as at some distance not more than half a mile. In treating both the habitations at zero distance, there would have been no other difficulty except in checking and reconciling the figures from the statistical point of view. The actual distance in furlongs from the school having been given in the School Area Register, they present the picture correctly. Moreover suitable remarks are generally made in the remarks column of the School Area Register also. Ordinarily therefore some of the habitations with population more than 500 which appear to be tagged on to a school in the adjoining habitation within half a mile are sometimes contiguous and sometimes within a couple of furlongs from the school.

4. *Other Special Cases.*—In other cases, these habitations with a population, more than 500, happened to be tagged on to the existing Group School because, though as far as the 1951 census figures for population are concerned, they appeared to be big enough the population has subsequently dwindled so much that as per the targets and principles laid down they had to be tagged on to the existing Group Schools.

In a few cases because the habitation happened to be within one mile, it has been tagged on to an existing school treated as a Group School but while making proposals for new schools, its population has been taken into consideration and an independent or a group school, as the case justified, has been proposed and accordingly the picture in regard to such habitations has considerably changed in the 'after planning' position. It is however not possible to go into the details regarding how many fall in one category or the other nor does it seem worth the trouble here.

5. *In Population Slab '5,000 and Above'*.—Of the total of 18,378 habitations with population '500 or more' that are treated as being served by a group school in the vicinity there are only 6 habitations from the population slab of 5,000 and above, that have to depend on a school in the vicinity. Four of these schools lie within half a mile and the remaining 2 within one mile. Of these, three are from Bombay and three from Bihar. One from Bombay is due to a mistake in the census and also of the Survey Officer. The actual population of this habitation situated in Madhya Saurashtra is 30 only and not above 5,000.

6. *The Population Slab 2,000—4,999*.—In the population slab 2,000 to 4,999, out of a total of 3,889 habitations, 3,617 habitations have home facility at the primary school stage and the remaining 272 have to depend on the adjoining habitations. 162, i.e., 4.24% are at a distance of not more than half a mile, 104 at a distance of more than half a mile but not more than one mile and one habitation is at a distance of not more than $1\frac{1}{2}$ miles and two at more than $1\frac{1}{2}$ miles. As regards the 165 habitations within half a mile, the maximum number is in Kerala (48), and then comes Madras with 35 and Bihar with 19, Punjab 18, and Bombay 17. In the State of Jammu and Kashmir, Madhya Pradesh, Rajasthan, Delhi and Himachal Pradesh, there are none. Of the 104 habitations within one mile, 38 again are from Kerala and 43 from Bihar. There are none from Andhra Pradesh, Jammu and Kashmir, Madhya Pradesh, Rajasthan and Union Territories. The habitation within $1\frac{1}{2}$ miles is in the State of Mysore and of the two habitations at a distance of one mile, one is from Assam and the other is from Bihar.

7. *The Population Slab 1,000—1,999*.—As regards the next population slab of 1,000 to 1,999 out of 17,608 habitations, 15,165 are at zero distance, 1,418 are within half a mile, 1,014 at a distance longer than half a mile but not longer than one mile, 11 at a distance longer than one mile but not longer than $1\frac{1}{2}$ miles and none at a distance longer than one mile but not longer than $1\frac{1}{2}$ miles. Of those within half a mile, 520 are in Kerala, 237 in Madras, 228 in Uttar Pradesh, 139 in Bihar. In the Punjab, the number is only 75 and in Bombay 52. There are none in Himachal Pradesh and only two in Madhya Pradesh and 7 in Rajasthan. As regards the habitations at a distance not longer than one mile, Bihar has the maximum as it accounts for 448, Uttar Pradesh has 188 and Kerala 187. Madras has 78. Here Madhya Pradesh, Rajasthan, Delhi and Himachal Pradesh have none. There are only two in Andhra Pradesh.

Table No. 30. Rural Habitations served at the Primary School Stage by Existing Group Schools located in them

IV-E(I)

States	POPULATION SLABS										Total Below 500	Grand Total	p. c. to	
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	Total 500 & above	400 to 499	300 to 399	200 to 299	100 to 199	Below 100			IV (H)	Total
Andhra Pradesh	11	440	1,549	2,808	4,808	842	997	799	479	131	3,149	7,957	35.03	6.51
Assam	3	66	228	920	1,217	426	612	831	960	400	3,229	4,446	37.20	3.63
Bihar	23	580	2,582	5,753	8,938	2,121	2,455	2,793	2,238	938	10,455	19,393	24.14	15.84
Bombay	16	432	1,390	3,384	5,222	1,267	1,536	1,793	1,410	294	6,210	11,432	36.61	9.34
J. & K.	4	48	169	433	654	153	162	189	175	93	772	1,426	22.17	1.16
Kerala	2	108	339	402	851	96	75	65	31	9	276	1,127	25.24	0.92
Madhya Pradesh	8	219	1,018	3,624	4,870	1,756	2,198	2,241	1,419	310	7,924	12,793	33.38	10.45
Madras	47	551	1,906	4,300	6,804	1,335	1,351	1,121	669	206	4,682	11,486	29.22	9.38
Mysore	6	155	630	1,951	2,742	896	1,092	1,213	1,006	411	4,687	7,429	33.00	6.07
Orissa	3	64	484	2,211	2,762	1,156	1,453	1,668	1,459	479	6,215	8,977	26.97	7.33
Punjab	8	183	653	1,559	2,493	567	599	623	437	310	2,532	4,935	28.71	4.93
Rajasthan	2	248	979	2,200	3,429	697	698	566	339	100	2,392	5,821	27.31	4.76
Uttar Pradesh	8	504	3,142	7,549	11,203	2,548	2,778	2,829	2,579	1,220	11,960	23,163	15.19	18.92
Delhi . . . . .	..	5	15	15	35	4	2	1	..	..	7	42	39.62	00.03
Himachal Pradesh . . . . .	..	..	4	40	44	36	64	159	323	346	898	942	11.88	00.77
Manipur	1	10	33	46	90	19	32	43	79	37	210	300	38.27	00.25
Tripura . . . . .	..	4	44	113	161	43	60	93	159	221	578	739	21.24	00.61
TOTAL	142	3,617	15,165	37,308	56,233	13,964	16,074	16,847	13,744	5,547	66,176	1,22,408	24.83	100.00
% to TOTAL	00.12	2.95	12.39	30.48	45.94	11.41	13.13	13.76	11.23	4.51	54.06	100.00	..	..
% to TABLE IVA	95.95	93.01	86.13	70.44	75.35	51.54	38.31	23.83	11.34	3.51	15.82	24.83	..	..

Table No. 31 Percentage of Habitation with Group Schools in them to the Total Number served by them as on 31-3-1957

IVC(O)%

States	POPULATION SLABS									Total below 500	Grand Total
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100		
Andhra Pradesh	100.00	98.65	98.73	92.07	67.31	48.87	23.11	3.78	2.29	17.85	35.93
Assam	100.00	85.71	77.82	76.92	61.92	52.67	41.12	29.42	12.31	31.10	37.20
Bihar	38.46	90.20	81.48	57.96	41.86	31.25	21.81	11.25	4.39	15.70	24.14
Bombay	34.21	95.79	95.40	97.85	72.57	57.06	36.51	16.91	3.67	24.40	36.61
J. & K.	100.00	100.00	89.42	64.34	42.38	28.72	20.91	11.41	4.31	13.99	22.17
Kerala	100.00	55.67	32.41	28.45	24.24	17.81	15.82	8.91	3.83	15.24	25.24
Madhya Pradesh	100.00	100.00	99.80	99.34	80.52	61.51	34.94	14.26	2.88	24.11	33.88
Madras	100.00	92.76	85.82	68.10	44.69	31.54	17.90	7.96	2.51	15.54	29.22
Mysore	100.00	96.83	95.31	85.67	74.54	57.99	38.39	18.35	6.25	24.15	33.00
Orissa	100.00	58.69	37.36	66.70	52.84	41.96	30.18	16.94	5.04	21.18	26.97
Punjab	100.00	90.59	86.26	72.82	49.96	36.06	24.45	12.11	5.97	17.98	28.71
Rajasthan	100.00	100.00	99.29	96.83	85.31	67.18	23.23	7.09	1.19	13.73	27.81
Uttar Pradesh	100.00	98.44	88.31	60.14	36.97	24.88	14.31	6.57	2.09	33.38	15.19
Delhi	..	100.00	93.75	88.24	66.67	22.22	7.14	..	..	10.29	39.62
Himachal Pradesh	..	..	100.00	75.47	61.02	48.12	40.05	20.60	5.53	11.41	11.88
Manipur	100.00	83.33	71.74	60.53	55.88	47.14	48.31	39.30	13.75	32.36	38.27
Tripura	..	66.67	50.97	58.25	48.91	52.86	37.05	23.63	10.72	17.96	21.24
TOTAL	95.95	93.01	86.13	70.44	51.44	38.31	23.83	11.34	3.53	15.82	24.83

Table No. 32 Rural Habitations served by Existing Group Schools within half a mile

IVC(1)

States	POPULATION SLABS										Total Below 500	Grand Total	Percentage to	
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	Total above 500	400 to 499	300 to 399	200 to 299	100 to 199	Below 100			Total	IVA
	Andhra Pradesh.	..	6	18	201	225	292	586	1,331	2,433			2,360	7,502	7,727	4.42	34.01
Assam . . .	..	4	49	200	253	212	458	997	1,779	2,038	5,534	5,787	3.31	48.41
Bihar . . .	1	19	139	1,614	1,773	1,735	3,323	5,970	10,820	12,203	34,056	35,820	20.50	44.59
Bombay . . .	3	17	52	298	370	322	786	1,240	2,926	3,363	8,642	9,012	5.15	28.86
J. & K. . . .	..	..	12	129	141	120	248	403	837	1,131	2,739	2,880	1.65	44.78
Kerala . . . .	..	48	520	620	1,188	164	208	199	165	93	829	2,017	1.15	45.16
Madhya Pradesh	..	..	2	20	22	160	446	1,053	2,354	3,212	7,225	7,247	4.14	19.15
Madras . . . .	..	35	237	1,290	1,562	912	1,552	2,534	3,634	3,673	12,410	13,972	7.99	35.54
Mysore . . . .	..	1	12	87	100	90	234	589	1,355	2,299	4,477	4,577	2.63	20.33
Orissa . . . .	..	7	45	586	638	547	1,015	2,053	3,745	4,326	11,746	12,384	7.08	37.20
Punjab . . . .	..	18	75	322	475	285	593	899	1,454	1,959	5,100	5,515	3.15	32.09
Rajasthan . . .	..	..	7	68	75	193	280	532	960	2,744	4,619	4,694	2.68	22.42
Uttar Pradesh .	..	6	228	1,940	2,174	1,656	3,320	7,142	17,133	27,756	57,097	59,181	33.86	33.81
Delhi . . . . .	..	..	1	1	2	1	5	9	3	11	34	36	00.02	33.96
Himachal Pradesh	..	..	..	5	5	10	31	89	441	1,728	2,302	2,307	1.32	29.09
Manipur . . . .	..	2	10	18	30	9	15	22	39	101	186	216	00.13	27.55
Tripura . . . .	..	2	11	40	53	31	45	82	273	956	1,387	1,440	00.82	41.40
TOTAL	4	165	1,418	7,439	9,026	6,649	13,955	25,194	50,199	70,488	1,65,795	1,74,821	100.00	35.46
% TO TOTAL	00.00	00.09	00.81	4.26	5.16	3.80	7.47	14.41	28.83	40.32	94.84	100.00	..	..
% TO TABLE IVA	3.35	4.24	8.05	14.06	..	24.49	31.11	35.63	41.59	44.81	39.63	35.46	..	..

Table No. 33 Rural Habitations served by Existing Group Schools more than $\frac{1}{2}$ but not more than 1 mile away

IVC(1)

States	POPULATION SLABS										Total below 500	Grand Total	Percentage to	
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	Total above 500	400 to 499	300 to 399	200 to 299	100 to 199	Below 100			Total	Table IVA
Andhra Pradesh.	2	41	43	113	359	1,239	2,264	2,555	6,530	6,573	3.71	28.94
Assam	6	16	63	85	45	51	173	481	689	1,469	1,554	0.83	13.00
Bihar	2	43	448	2,553	3,046	1,210	2,074	3,797	6,782	8,116	21,889	24,935	14.09	31.03
Bombay	2	15	169	186	156	366	1,614	3,603	3,999	9,738	9,924	5.61	31.78
J. & K.	6	99	105	77	154	274	470	898	1,853	1,958	1.11	30.44
Kerala	38	187	391	616	136	138	147	152	133	706	1,322	0.75	29.60
Madhya Pradesh	5	5	206	705	2,279	4,426	5,186	12,362	12,867	7.27	34.09
Madras	8	78	700	786	711	1,326	2,415	3,802	3,995	12,219	13,005	7.35	33.08
Mysore	3	16	207	226	168	423	1,157	2,807	4,472	9,017	9,243	5.22	41.06
Orissa	1	19	324	344	352	725	1,265	2,514	3,363	8,209	8,553	4.83	25.69
Punjab	1	29	259	289	281	555	1,011	1,670	2,634	6,151	6,440	3.63	27.47
Rajasthan	4	4	17	61	1,038	2,722	4,527	8,365	8,369	4.73	39.98
Uttar Pradesh	2	188	3,051	3,241	2,675	5,029	9,631	19,043	28,745	65,113	68,354	38.62	44.83
Delhi	1	1	1	2	3	5	4	15	15	0.01	15.09
Himachal Pradesh	8	8	8	25	109	448	1,873	2,463	2,471	1.40	31.16
Manipur	3	12	15	6	9	24	33	131	253	268	0.15	34.18
Tripura	7	38	45	14	34	68	198	788	1,192	1,147	0.64	32.95
TOTAL	2	104	1,014	7,925	9,045	6,176	12,076	26,154	51,470	72,078	1,67,954	1,76,999	100.00	35.91
% TO TOTAL	0.00	00.06	00.57	4.48	..	3.49	6.82	14.78	29.08	40.72	94.89	100.00	..	..
% TO TABLE IVA	00.13	2.67	5.76	14.97	..	22.75	28.74	36.99	42.50	45.82	40.15	35.91	..	..

Table No. 34 Rural Habitations served by Existing Group Schools more than 1 but not more than 1½ mile away

IVC(1)

States	POPULATION SLABS										Total Below 500	Grand Total	Percentage to	
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	Total above 500	500 to 499	300 to 399	200 to 299	100 to 199	Below 100			Total	Table IVA
Andhra Pradesh	4	4	83	163	105	419	419	2.40	1.84
Assam	8	8	5	11	18	40	67	141	149	0.86	1.25
Bihar	3	3	1	4	11	57	110	183	186	1.07	0.23
Bombay	1	1	1	3	106	395	340	845	846	4.84	2.71
J. & K.	2	12	14	10	17	29	41	26	123	137	0.79	2.12
Kerala	0.00	0.00
Madhya Pradesh	60	163	303	1,687	1,905	4,683	4,683	26.93	12.45
Madras	24	24	29	55	140	249	345	818	842	4.82	2.14
Mysore	1	3	27	31	48	144	201	308	407	1,168	1,199	6.87	5.33
Orissa	6	194	200	175	280	541	893	1,284	3,173	3,373	19.31	10.13
Punjab	1	1	2	4	14	47	217	284	285	1.63	1.66
Rajasthan	232	508	925	1,665	1,665	9.53	7.95
Uttar Pradesh	12	12	13	39	140	417	811	1,420	1,432	8.20	0.94
Delhi	1	3	8	12	12	0.07	11.32
Himachal Pradesh	5	13	38	338	1,671	2,065	2,065	11.82	26.04
Manipur	0.00
Tripura	3	3	2	1	8	43	94	148	151	0.86	4.34
TOTAL	1	11	285	297	355	738	2,370	5,189	8,495	17,147	17,444	100.00	3.54
% TO TOTAL	0.0	0.06	1.64	1.70	2.03	4.23	13.59	29.75	48.60	98.30	100.00	..	..
% TO TABLE IVA	00.00	00.00	00.01	00.54	..	1.31	1.81	3.35	4.28	5.40	4.10	3.54	..	..

Table No. 35 Rural Habitations served by Existing Group Schools more than 1½ miles away

IVC(2)

States	POPULATION SLABS										Total below 500	Grand Total	Percentage to	
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	Total above 500	400 to 499	300 to 399	200 to 299	100 to 199	Below 100			Total	Table IVA
Andhra Pradesh	6	21	11	38	38	3.10	00.17
Assam	..	1	..	5	6	..	..	2	3	6	11	17	1.39	00.14
Bihar	..	1	..	2	3	..	1	..	1	1	3	6	0.49	00.01
Bombay	1	1	2	7	11	11	0.89	00.03
J. & K.	1	3	9	11	3	32	32	2.61	00.50
Kerala	00.00
Madhya Pradesh	3	32	63	79	177	177	14.43	00.05
Madras	1	5	2	8	8	0.65	00.02
Mysore	6	56	62	62	5.05	00.27
Orissa	00.00
Punjab	1	1	10	12	12	0.98	00.07
Rajasthan	69	137	180	386	386	31.46	1.84
Uttar Pradesh	1	1	1	10	23	36	209	329	330	26.89	00.22
Delhi	00.00
Himachal Pradesh	2	15	128	145	145	11.82	1.94
Manipur	00.00
Tripura	3	3	3	0.24	00.69
TOTAL	..	2	..	8	10	2	18	146	351	700	1,217	1,227	100.00	00.25
% TO TOTAL	..	0.16	..	0.65	0.81	0.16	1.47	11.90	28.61	57.05	99.19	100.00	..	..
% TO TABLE IV A	00.00	0.05	00.00	0.02	..	00.01	00.00	00.21	00.29	00.44	00.29	00.25	..	..

8. *The Population Slab 500-999.*—As regards the population slab 500-999, out of 52,965 habitations served by group schools, 7,439 are served at a distance of half a mile, and 7,925, at a distance of one mile, 285 have schools at a distance longer than one mile but not more than $1\frac{1}{2}$ miles and only 8 have to depend on schools at a distance longer than $1\frac{1}{2}$ miles. Thus nearly 30% of the total number of group schools have schools within one mile in this slab.

Of the habitations having schooling facility at the primary stage at a distance not longer than half a mile, 1,940 are in Uttar Pradesh, 1,614 in Bihar, 1,290 in Madras, 620 in Kerala, 586 in Orissa, 322 in Punjab, 201 in Andhra Pradesh and 200 in Assam. Leaving aside the Union territories, a small number of 20 is noticed in Madhya Pradesh, and Rajasthan has got 63.

Of the habitations in this slab having educational facility, within one mile, 3,051 are from Uttar Pradesh. As in the case of the previous slab, Bihar, Madras, Kerala, Orissa and Punjab come next in order as would be seen from the table. Rajasthan has only 4 and Madhya Pradesh 5 such habitations. Of the 285 habitations at a distance longer than one mile but not longer than $1\frac{1}{2}$ miles, 194 are from Orissa. This is because of the peculiar conditions obtaining in certain districts of this State. In Mysore, there are 27 sub-habitations and in Madras 24. In Uttar Pradesh and Jammu and Kashmir, the number is very small, viz. 12. In Bombay and Punjab, there is only one each, in Bihar 3 and in Assam 8. Of the 8 habitations at a still longer distance, 5 are from Assam, 2 from Bihar and one from Uttar Pradesh. These are all from the hilly areas.

9. *The Population Slab 400-499.*—The situation regarding the tagging on of habitations changes as the limit of 500 is crossed. In the population slab 400-499, all habitations within half a mile were required to be tagged on to the existing school. It is but therefore natural to expect the number to rise in this slab. Out of the total of 13,182 habitations tagged on to the 13,964 habitations having schools, 6,649 are within half a mile. About an equal number viz., 6,176 are at a distance of less than one mile, 355 within 1 to $1\frac{1}{2}$ mile and two at a distance greater than $1\frac{1}{2}$ miles. The total number here appears smaller than the one in the previous slabs but this is a deception as the previous slab is for 500-999 while this slab is for 400-499 i.e., its range is only one fifth and hence the total number to be considered is substantially large. Moreover in the previous slab to the 37,308 habitations, only 6,649 could be tagged on within half a mile while here to the 13,964 habitations about half that number could be tagged on.

Of the habitations tagged on within half a mile, the maximum viz., 1,735 are from Bihar, 1,656 from Uttar Pradesh, 912 from Madras, 547 from Orissa, 322 from Bombay, 292 from Andhra Pradesh and 285 from the Punjab. The smallest number (1) is from the Union territory of Delhi and from amongst the States, it is in Mysore having only 90. As regards the distance of $\frac{1}{2}$ to 1 mile, Uttar Pradesh leads with 2,675, next in order are Bihar (1,210), Madras (711) Orissa (352) and Rajasthan has only 17.

10. *The Population Slab 300-399.*—In the population slab 300-399, out of the total of 41,961 habitations served by group schools, 16,074 have the school located in them. Here again the percentage of habitations tagged on to them rises considerably. 13,055 habitations within half a mile and 12,076 within one mile are tagged on to these schools. There are 756 at a distance longer than one mile. Of these 18 are farther than $1\frac{1}{2}$ miles.

Of those within half a mile, 3,323 are from Bihar, about an equal number from Uttar Pradesh, nearly half that number from Madras, 1,015 from Orissa, 786 from Bombay, 586 from Andhra Pradesh and 503 from the Punjab. From among the States, the smallest number is from Mysore, there being only 234 and in the Union territories the maximum is 45 from Tripura, there being 31 from Himachal Pradesh and 15 from Manipur.

In regard to the habitations at a distance longer than half a mile, the maximum here is in Uttar Pradesh, there being 5,019 habitations taking advantage of a school within half a mile to one mile. 2,074 habitations fall in this category in Bihar and 1,326 in Madras. In Madhya Pradesh, the number of habitations served within half to one mile by a group school is only 765 and in Orissa 715. From amongst the States, the smallest number is 61, from Rajasthan and then comes Assam with 61. In Tripura, it is 34, Himachal Pradesh 25, Manipur 9 and Delhi 2.

Of the 738 habitations at a distance of 1 to $1\frac{1}{2}$ mile a larger number is from Orissa (280) and a pretty good number from Madhya Pradesh (163) and Mysore 144. There are none in this category in Kerala, Rajasthan, Delhi and Manipur. In Andhra Pradesh, Bihar and Punjab, there are four each and in Bombay 3. Of the 18 habitations at a longer distance, 10 are in Uttar Pradesh, 3 each in Madhya Pradesh, Jammu and Kashmir and one each in Bihar and Bombay.

11. *The Population Slab 200-299.*—As one turns to the lower population slabs, as expected the number of habitation having group schools in them naturally is on a decline but the number of habitations getting tagged on to some group school, may be from that population slab or higher or lower, goes on increasing. For example in the population slab 200-299, out of the 70,711 habitations, only 16,847, i.e., 14.8% have schools in them while the remaining 53,865 i.e., 47.33% are tagged on to some group school. 25,194 get a school within half a mile, 26,154 within half a mile to one mile, 2,370 within one to one and half mile and 146 at a distance longer than $1\frac{1}{2}$ miles. In the next slab, out of 1,21,163 habitations catered for by group schools, only 13,744 have schools in them and the remaining 56.74% are tagged on to habitations in the neighbourhood. Of these, 50,409 get schools within half a mile, another 51,470 within half to one mile and 5,189 within one and half mile and 351 find it only at a distance longer than $1\frac{1}{2}$ miles.

12. *The Population Slab Below 100.*—In the last slab, a group school exists only in 5,347 habitations but the total number of habitations in this slab that are served in the vicinity is 1,51,761, thus making up the total of 1,57,308 habitations served by group schools. 2,18% of the habitations in this slab have home facility and 59.73%

have it in the neighbourhood. 70,488 get a school within half a mile and 72,078 within one mile. 8,495 get it within one and half mile but as many as 700 have to walk to a school at a distance little longer than $1\frac{1}{2}$ miles.

13. *Distances in States.*—In all these lower slabs, the number of habitations tagged on within half, to one mile is maximum in Uttar Pradesh. The other States in which the number is very big are Bihar, Madras, Orissa, Bombay and Andhra Pradesh, Rajasthan and Punjab particularly in the lowest slab. A very small number of habitations getting tagged on within half to one mile is found in Kerala, there being only 133. The total number of habitations served by a group school is only 1,322 at this distance. It is therefore 10% for the walking distance of one to $1\frac{1}{2}$ miles. It is not Uttar Pradesh but Madhya Pradesh and Orissa that give a comparatively larger number of habitations. Then comes Rajasthan and Uttar Pradesh. Regarding habitations that are served at a distance longer than $1\frac{1}{2}$ miles, Uttar Pradesh has 209 in the last slab and 86 and 23 respectively in the next higher two. In Rajasthan, there are 180 in the last slab, 137 and 69 respectively in the next higher two. Of the total of 1,217 below 500, Madhya Pradesh contributes for 177, Andhra Pradesh for 38, Himachal Pradesh for 145, Mysore for 62, Jammu and Kashmir for 32, Assam for 11, Madras for 8, Bihar and Tripura 3 each. There are none from Kerala, Orissa, Delhi and Manipur. If all the habitations with a population below 500 be taken into consideration, group schools exist in 66,176 habitations and therefore out of a total of 4,18,289 habitations served by group schools, the remaining get the provision at some distance. 1,65,795 get it within half a mile while in 1,67,954 have it within half to one mile. Children in 17,147 have to walk between one to one and half miles and unfortunately 1,227 have no other alternative but as the things stood on the 31st March, 1958, had to walk more than $1\frac{1}{2}$ miles and as a result of planning also that distance remains in their case. It may be mentioned here that in presenting the existing position, ordinarily a habitation at a distance longer than one mile was not tagged on to an existing school unless in the after planning position it was of necessity required to be tagged on. In those cases where the habitations at this longer distance could get a school in them or get it at a shorter distance as a result of planning, they were required to be shown as unprovided as one mile limit was treated as the maximum limit of walking distance. The limit being crossed only in exceptional cases where even after planning, there was no other alternative left. Of these 1,227 habitations at distance longer than $1\frac{1}{2}$ miles, 386 are from Rajasthan, 330 from Uttar Pradesh, 177 from Madhya Pradesh, 145 from Himachal Pradesh, 62 from Mysore, 38 from Andhra Pradesh, 32 from Jammu and Kashmir, 17 from Assam, 12 from Punjab, 11 from Bombay, 8 from Madras, 6 from Bihar and 3 from Tripura and none from the rest.

14. *The Marginal Cases.*—As already stated in the process of tagging on the habitations, the general principles laid down required that a habitation with population 300-500 was to be tagged on to a habitation with a school within half a mile and in the case of habitations with population below 300, they were to be tagged on to a habitation having school within one mile. There were of course marginal cases and the rule could not be applied with iron rigidity but

Table No. 36 Number of Rural Habitations according to the distance children in them are to walk to Existing Group Schools

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States	Number of Habitations served at a distance of						Percentage of Habitations served at a distance					% to Table II
	Zero	Within ½ mile	½ mile to 1 mile	1 mile to 1½ miles	Above 1½ miles	Total	Zero	Within ½ mile	½ mile to 1 mile	1 mile to 1½ miles	Above 1½ miles	
Andhra Pradesh	7,957	7,727	6,573	419	38	22,714	35.03	34.02	28.94	1.84	0.17	44.78
Assam	4,446	5,787	1,554	149	17	11,953	37.20	48.41	13.00	1.25	0.14	46.80
Bihar	19,393	35,829	24,935	186	6	80,349	24.14	44.59	31.03	0.23	0.02	73.15
Bombay	11,432	9,012	9,924	816	11	31,225	36.61	28.86	31.78	2.72	0.03	41.00
J. & K.	1,426	2,880	1,958	137	32	6,433	22.17	44.78	30.44	2.11	0.50	59.36
Kerala	1,127	2,017	1,322	..	..	4,466	25.24	45.16	29.60	0.00	0.00	41.79
Madhya Pradesh	12,793	7,247	12,867	4,683	177	37,767	33.87	19.19	34.09	12.40	0.47	45.96
Madras	11,486	13,972	13,095	812	8	39,373	29.22	35.54	33.08	2.14	0.02	75.78
Mysore	7,429	4,577	9,243	1,199	62	22,510	33.01	20.33	41.06	5.33	0.27	55.80
Orissa	8,977	12,384	8,553	3,373	..	33,287	26.97	37.21	25.69	10.13	0.00	64.70
Punjab	4,935	5,513	6,440	285	12	17,187	28.71	32.09	37.47	1.66	0.07	61.66
Rajasthan	5,821	4,694	8,360	1,665	386	20,935	27.81	22.42	39.98	7.95	1.84	44.70
Uttar Pradesh	23,163	59,181	68,354	1,432	339	1,52,460	15.19	38.82	44.83	0.94	0.22	64.72
Delhi	42	36	16	12	..	106	39.62	33.96	15.09	11.33	0.00	36.68
Himachal Pradesh	942	2,307	2,471	2,065	145	7,330	11.88	29.09	31.16	26.04	1.83	62.08
Manipur	300	216	268	..	..	784	38.27	27.55	34.18	0.00	0.00	40.69
Tripura	739	1,400	1,147	151	3	3,480	21.24	41.38	32.96	4.34	0.08	67.06
TOTAL	1,22,408	1,74,821	1,76,999	17,444	1,227	4,92,899	24.83	35.47	35.91	3.54	0.25	58.68

Table No. 25 Rural Habitations served by existing Peripatetic Teacher Schools and their Population

State	Habitations in the Population Slabs					Percentage to	
	Above 300	200—	100—	Below 100	Total	Total	Hab. in the State
Bombay	478	503	728	504	2,213	93·81	2·91
Mysore	7	14	27	85	133	5·64	0·33
Rajasthan	1	1	1	10	13	0·55	0·03
TOTAL	486	518	756	599	2,359	100·00	0·28
% TO TOTAL	20·60	21·96	32·05	25·39	100·00		
% to Hab. in State	0·17	0·46	0·40	0·24	0·28		
	Population in the different Population Slabs.						
Bombay	1,84,041	1,22,834	1,04,953	31,615	4,43,443	96·54	1·17
Mysore	3,041	3,468	3,771	4,320	14,600	3·18	0·10
Rajasthan	301	216	131	657	1,305	0·28	0·01
TOTAL	1,87,383	1,26,518	1,08,855	36,592	4,59,348	100·00	0·16
% TO TOTAL	40·79	27·54	23·70	7·97	100·00		
% to Pop. in the slabs	0·09	0·46	0·40	0·27	0·16		

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Table No. 37 Rural Habitations served by Peripatetic Teacher Schools Centre located in them

Bombay	474	477	619	224	1,794	95·02	2·36
Mysore	6	14	23	41	84	4·45	0·21
Rajasthan	1	1	1	7	10	0·53	0·02
TOTAL	481	492	643	272	1,888	100·00	0·22
% to Hab. VA	98·97	94·99	85·05	45·41	83·83		

Table No. 33 Distribution of Rural Habitations according to the Distance Children have to walk to existing P. P. Teacher School Centre

State	Habitation in the Population Slabs					Percentage to	
	Above 300	200—	100—	Below 100	Total	Total	Hab. in the State.
<i>Below ½ Mile :</i>							
Bombay	4	15	53	152	224	95.73	0.29
Mysore . . . . .	..	..	..	8	8	3.42	0.02
Rajasthan . . . . .	..	..	..	2	2	0.85	0.00
TOTAL	4	15	53	162	234	100.00	0.03
<i>Below 1 Mile :</i>							
Bombay . . . . .	..	10	55	126	191	86.04	0.25
Mysore	1	..	3	26	30	13.51	0.07
Rajasthan . . . . .	..	..	..	1	1	0.45	0.00
TOTAL	1	10	58	153	222	100.00	0.03
<i>Below 1½ Miles :</i>							
Bombay . . . . .	..	1	1	2	4	28.57	..
Mysore . . . . .	..	..	1	9	10	71.43	..
Rajasthan . . . . .	..	..	..	..	..	..	..
TOTAL . . . . .	..	1	2	11	14	100.00	..
<i>Below 2 Miles :</i>							
Bombay . . . . .	..	..	..	..	..	..	..
Mysore . . . . .	..	..	..	..	1	100.00	..
Rajasthan . . . . .	..	..	..	..	..	..	..
TOTAL . . . . .	..	..	..	..	1	100.00	..

the discretion to suit the local conditions had to be used. In a good many cases therefore where the habitation with bigger population has been tagged on to a habitation at a distance longer than one mile, there are more often than not some cogent reasons, that prompted the officer in this respect. In a good many cases, the population has since come down or the actual location of the school is quite convenient to that habitation for some reason or another. In some cases however, they have been tagged on to show the existing position up to one mile facility and the necessary adjustments have been made at the time of planning so that in the after-planning position, some of these habitations which are shown as tagged on get removed from this tagging and are proposed for an independent or group school in them or are tagged on at a shorter distance.

Thus in the case of group schools, it is noticed that of the 4,92,899 habitations, i.e., 58.68% of the total number of habitations, 1,22,408 i.e., 14.57% get a school in them while the remaining 3,70,491 habitations as stated above are provided as some distance.

15. *Distance to a Peripatetic Teacher School.*—As in the case of these group schools, in the case of the peripatetic teacher school centres also, some habitations get the centre in the habitation itself while other adjoining habitations are tagged on to them. Out of the total of 2,359 habitations served by peripatetic teacher centres 1,888 habitations have the centre in them and the remaining 471 habitations take advantage of the educational facility in the neighbouring habitation, 234 of these are within half a mile, 222 within half to one mile, 14 within one to 1½ miles and the remaining one within one and half to two miles.

Of these only one is in the population slab 500 and above, 4 in the slab 300-400, 26 in the slab 200 and above, 113 in the slab 100 and above and the remaining 327 in the last slab. Practically all these are in the Bombay State and only a few in Mysore and Rajasthan in the Districts that were transferred to these States from Bombay.

16. *The Total Picture.*—Taking an overall picture, therefore, the position as emerges regarding the distance children have to walk is as follows :

Table No. 39 Number of Habitations served by Group and Peripatetic Teacher Schools according to Distance children have to walk

	Number of habitations served by		
	Group School	Peripatetic School	Total
at the Habitation	1,22,408	1,888	1,24,296
less than half a mile	1,74,821	234	1,75,055
half to one mile	1,76,999	222	1,77,221
one to one and half miles	17,444	14	17,458
more than one and half miles	1,227	1	1,228
TOTAL	4,92,899	2,359	4,95,258
Independent Schools	1,04,727	..	1,04,727
GRAND TOTAL	5,97,626	2,359	5,99,985

Having indicated the number of Independent, Group and Remedial Schools and the distance the children have to walk in different categories of habitations, it may now be advisable to have a glance from another angle, viz., how many habitations from the different population slabs and with what population have the educational facility at the Primary School Stage whether in the habitation itself or in the adjoining habitation and how many are left without. These are discussed in the next two chapters.

Habitations Served at the Primary School Stage

1. *Served by Independent, Group and Peripatetic Teacher Schools.*—As already shown, 1,04,727 habitations were, on the 31st of March 1957, served by one or more Independent Schools in them, 4,92,899 habitations were served by Group schools and 2,359 habitations served by peripatetic teacher schools. Thus out of 8,40,033 habitations 5,99,985 habitations were served by the existing schools at the primary school stage. The classification into independent, group and peripatetic teacher school has only theoretical importance. What really matters more is how many habitations have schools in them and how many have them in the vicinity. All independent schools are located in the habitations themselves but that is not the case of all habitations served by group or peripatetic teacher schools. As seen in Chapter 20, only 2,29,023 habitations i.e., 27.26% of the total number of habitations in the country, had on the 31st of March 1957, one or more schools in them, the remaining 3,70,962 that is 44.16% were served by schools in the neighbouring habitations.

2. *Population served in Home and Neighbouring Habitations.*—Considered from the point of view of population, a total population of 16,70,44,295 i.e., 29.75% of the total rural population is served by a school in the habitation itself. 9,12,12,677 i.e. 32.63% of the total population is served by an independent school and as such this population enjoys home facility for education at the primary school stage. A population of 14,06,29,667 i.e., 50.3% of the total rural population is served by group schools and 4,59,348 which accounts for only 0.16% of the total population is served by peripatetic teacher schools. The total population having education facility thus comes to 23,23,01,692, i.e., in all 83.10% of the total population. This does not however, mean that the existing schools were adequate for all the children of the Primary stage from these habitations.

The population served by the independent schools as also habitations in which the group schools or the peripatetic teacher school centres are located get home facility at the primary school stage, while the population in the habitations tagged on to the group or peripatetic teacher schools is naturally served by habitation in the vicinity. As a result of this, 16,70,44,295, i.e., 59.75% of the population is served by a school in the habitation itself, while 6,52,57,397 i.e., 23.34% of the total population is served by a school in the adjoining habitation within walking distance of the child.

3. *Habitation Served.*—Of the 4,92,899 habitations served by group schools, 1,22,408 habitations are served by schools located in them and of the 2,359 habitations served by peripatetic teacher schools, 1,888 are served by schools located in them. 3,70,491 habitations are served by a group school in the vicinity and 471 by peripatetic teacher school centre in the vicinity.

Of the 3,70,962 habitations having a total population of 6,52,57,397, 1,29,297 habitations with a total population of 2,11,15,677 are from Uttar Pradesh. Thus Uttar Pradesh alone accounts for 34·85% i.e. a little over 1/3 of the total number of habitations served by group schools in the vicinity. The percentage in terms of population is 32·35%, i.e. a little less than 1/3. The State coming next from the point of view of number of habitations is Bihar with 60,956 and then comes Madras with 27,827 followed by Madhya Pradesh (24,974), Orissa with 24,310 and Bombay with 20,212. These form 16·43%, 7·50%, 6·73%, 6·55% 5·45% respectively. The least number among the States is in Kerala with only 3,339 habitations and then comes, Jammu & Kashmir with 5,007 and Assam with 7,507. The Union Territories of course, have comparatively smaller number of such habitations. The Himachal Pradesh has the maximum viz. 6,988, Tripura has only 2,741, Manipur 484 and Delhi only 64.

4. *Population Served (State-wise).*—From the point of view of population also Uttar Pradesh with its 2,11,15,677 population accounting for 32·35% stands highest. Then comes Bihar with 1,27,95,214 forming about 19·6% of the total rural population; Madras accounts for 63,23,102. Mysore for 44,34,679 and Madhya Pradesh 34,75,646. All these taken together account for 66·98% of the total population. The smallest figure from among the States is for Jammu & Kashmir, it being 8,77,943. The figures for the Union Territories are of course bound to be small. Himachal Pradesh which has got the highest among them accounts for only 5,06,217.

5. *Habitations served Compared with their Total.*—The total number of habitations served in the vicinity is of course bound to depend on the total number of habitations in each State and hence for such comparison it would be interesting also to study the percentage of the habitations served by a school in the vicinity to the total number of rural habitations in the State. Considered from this point, the highest percentage, viz. 55·50 is noticeable in Bihar. Next comes Uttar Pradesh with 54·88. Himachal Pradesh, Madras and Tripura with more than 52% come next. The lowest percentage is noticable in Delhi (22·18). Next higher is Bombay (26·54), and Manipur (25·12).

6. *Population Served Compared to its Total.*—As regards the population, the highest percentage is found in Himachal Pradesh, it being about 45·80%. In Kerala where the number of habitations served by the adjoining habitations showed the maximum percentage in regard to the percentage of population so served it comes to only 18·65%. Bombay which stood next comes further down in regard to this percentage inasmuch it is only 9·12%. Uttar Pradesh again shows a pretty high percentage viz. 38·64%, standing highest next to Himachal Pradesh (45·80) and Tripura (40·61). In Orissa 31·7% of its total population is served by the neighbouring habitations while in Jammu & Kashmir this is slightly less, the percentage there being 32·2. In regard to population served by the neighbouring habitation, Assam ranks last with its percentage of 16·6. Next to it comes Delhi with 5·58% and then Andhra Pradesh with 8·82% and Bombay with 9·12%. The marked deviations in these percentages in regard to habitation and population served by the adjoining habitation are due

to the fact that in some States the habitations served are comparatively more from the higher slabs than from the lower slabs thus raising the total population in some and reducing it in others.

7. *Slabwise Distribution of Habitations served in the Neighbourhood.*—Turning therefore to the distribution of the habitation served by schools in the adjoining habitations according to the population slabs, it will be noticed from Table No. 51 of the total 3,70,962 habitations served by school in the vicinity, a fairly large number i.e. about 41% are from the population slab below 100. The total of the habitations in all the slabs below 500 is 95.04%, the last slab, as just stated, accounting for 41% the next one 28.99%, the next higher 14.53% and the next two 6.98% and 3.55% respectively. The highest slab accounts for only 6 habitations, the next forming a negligible percentage of 0.07 and the next two account for 0.66% and 4.22% respectively. This indicates the distribution of the number of habitations compared to the total number of habitations so served, but this number also mainly depends on the total number of habitations in each slab.

8. *Habitations Served in the Vicinity compared to Habitations in Slabs.*—Compared, therefore, with the total number of habitations in each slab, the percentage is found to start with 1.27% in the highest slab and then slowly rises to about 14.84% in the slab 500-999 and then to 34.92% in the population slab 300-399 and 56.8% in the lowest but one slab and 59.86% in the lowest slab. The average for the country as a whole is 44.16%, but that for all the slabs below 500 is 51.77%.

This is again the result of the average the trends noticed in the different States. Considered on the whole, however, the general trend in the whole of India is also manifest in the different States except that the modal value instead of being in the last slab, shifts to the last but one in Orissa, Madras, Kerala, Jammu & Kashmir and Andhra Pradesh. In most of the States, the percentage is comparatively very low in the higher few slabs and then it starts rising.

9. *Slabwise Distribution of Population served by Neighbouring Habitations.*—As regards the distribution of the population in the different slabs, a large percentage (23.35) is in the slab 100-199. In the lowest slab it is only 12.69% while the total in the five slabs below 500 account for 78.40%. The highest slab takes only 0.05% and the next two 1.06% and 4.82% respectively, 15.67% of the total population is found in the slab 500-999 and 8.93% in the population slab 400-499. Table No. 59 gives slabwise figures for habitations and population served in the neighbourhood by group and peripatetic teacher schools.

Table No. 59. Habitation served by Group and Peripatetic Teacher School in the Vicinity in the Different Population Slabs.

Population slabs	Served in the vicinity by		
	Group Schools	P.P. Teacher Schools	Total
5,000 & above	6		6
2,000 to 4,999	272		272
1,000 to 1,999	2,443		2,443
500 to 999	15,657	1	1,658
400 to 499	13,182		13,182
300 to 399	25,887	4	25,891
200 to 299	53,864	26	53,890
100 to 199	1,07,419	113	1,07,532
Below 100	1,51,761	327	1,52,088
TOTAL BELOW 500	3,52,113	470	3,52,583
TOTAL	3,70,491	471	3,70,962
TOTAL HAVING HOME FACILITY	1,22,408	1,888	12,24,296
TOTAL SERVED	4,92,899	2,359	4,95,258

10. *Population served in the Vicinity Compared to Population in the Slab.*—If the population in each of the slab is compared with the total population in each of the slab so served then it is noticed that the highest percentage of 60·17 is in the lowest slab, the average for the country being only 23·34% and that for all the slabs below 500 taken together only 44·08%. There is a gradual rise in the percentage starting with 1·01% in the highest slab, to a little over 2% and then to 5·6%, then to 14% and 26·4% and in the slab with population 300-399 it is 34·72%. In the lowest but one slab it is 56·3%.

This general trend is also noticeable in practically all the States. Modal value however is not necessarily in the lowest slab. In the States of Andhra Pradesh, Jammu & Kashmir and Kerala it is noticed in the last but one slab, i.e. the slab with population 100-199.

Table No. 47.—Habitations served at the Primary School Stage by Schools located in them (as on 31-3-1957)

States	POPULATION SLABS									Total Below 500	Grand Total	Percentage to	
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100			II	Total
	Andhra Pradesh	95	1,805	5,237	8,677	2,264	2,150	1,546	766			133	6,894	22,708	44.77	9.92
Assam . . .	11	179	954	2,879	1,117	1,405	1,708	1,010	748	6,978	11,001	43.07	4.80
Bihar . . .	51	1,099	4,344	8,416	2,793	3,053	3,133	2,455	1,002	12,441	26,351	23.99	11.51
Bombay . . .	71	1,809	6,156	13,506	4,425	5,230	5,009	3,490	712	18,032	40,528	53.22	17.70
J. & K. . . .	6	69	251	606	197	216	239	203	100	952	1,884	17.38	0.82
Kerala	84	1,350	2,429	1,362	217	152	106	41	10	526	5,751	53.95	2.51
Madhya Pradesh	14	100	2,004	6,862	3,012	3,270	3,065	1,830	358	11,544	20,824	25.34	9.09
Madras	79	1,073	3,550	7,067	1,920	1,858	1,414	788	220	6,210	17,979	34.65	7.85
Mysore	25	686	2,314	5,511	2,081	2,394	2,351	1,766	647	9,339	17,875	44.31	7.51
Orissa	8	172	1,233	4,398	1,979	2,350	2,372	1,330	540	9,221	15,032	29.22	6.56
Punjab	42	837	2,408	4,046	1,142	1,025	562	537	330	3,896	11,229	40.28	4.90
Rajasthan . . .	7	413	1,591	3,690	1,048	980	702	374	123	3,227	8,933	19.08	3.90
Uttar Pradesh	30	946	4,225	8,475	2,717	2,936	2,939	2,950	1,259	12,492	26,168	11.11	11.43
Delhi . . . . .	..	18	57	70	17	17	10	..	1	45	190	65.74	0.03
Uttarakhand Pra.	..	..	7	56	46	75	174	325	318	941	1,004	7.86	0.44
Manipur	4	36	91	156	56	76	81	128	43	384	671	34.82	0.29
Tripura	1	14	60	153	69	71	113	181	233	667	895	17.25	0.39
TOTAL	528	10,911	36,911	75,984	25,100	27,274	26,169	19,339	6,807	1,04,689	2,29,023	27.26	100.00
% to Table . . .	0.23	4.76	16.12	33.18	10.96	11.91	11.43	8.44	2.97	45.71	100.00	..	..
% to Table II . .	95.47	94.36	89.19	72.03	50.50	36.78	23.00	16.21	2.68	15.37	27.26	..	..

Table No. 43.—Percentage of Habitations served at the Primary School Stage by Schools in them (as on 31-3-1957)

States	POPULATION SLABS										Total below 500	Total
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100			
Andhra Pradesh	100.0	99.5	98.2	89.0	65.2	47.5	25.4	8.6	1.5	20.4	44.8	
Assam	100.0	76.8	81.4	79.8	68.8	60.3	49.8	33.0	10.4	34.0	43.1	
Bihar	91.0	92.7	82.4	57.4	40.2	29.6	19.4	9.4	3.4	14.0	24.0	
Bombay	94.7	98.7	96.6	93.3	75.2	63.7	47.3	23.5	5.2	35.4	53.2	
J. & K.	100.00	100.00	84.8	54.3	34.9	24.1	16.5	8.2	2.5	10.2	17.4	
Kerala	100.00	89.1	68.1	49.1	36.0	24.4	19.6	8.8	2.0	19.4	53.9	
Madhya Pradesh	93.00	97.09	92.82	75.84	57.40	38.43	22.74	8.87	1.59	16.36	25.34	
Madras	100.00	95.6	90.7	74.6	49.0	34.3	19.0	7.9	2.1	16.6	34.7	
Madhya Pradesh	100.00	99.1	98.2	90.7	74.2	60.7	45.4	22.3	5.8	29.9	44.3	
Orissa	100.00	94.0	92.9	74.4	57.5	46.5	32.1	15.6	3.4	21.0	29.2	
Punjab	100.00	97.3	94.7	83.2	59.9	42.1	25.4	11.1	4.7	19.9	40.3	
Rajasthan	87.5	99.5	96.0	75.2	42.0	25.5	11.7	3.6	0.7	8.1	19.1	
Uttar Pradesh	63.2	82.2	80.0	46.7	26.0	16.8	9.5	4.3	1.4	5.9	11.1	
Delhi	..	94.7	95.0	82.4	70.8	56.7	37.0	..	4.0	36.0	65.7	
Himachal Pradesh	..	..	77.78	57.14	46.00	33.78	26.77	13.08	3.46	7.43	7.86
Manipur	100.00	94.7	82.0	78.4	67.5	58.5	45.5	27.9	5.9	24.4	34.8	
Tripura	100.00	87.5	75.0	61.4	56.5	41.0	35.3	19.2	7.1	13.8	17.3	
TOTAL	95.47	94.36	89.19	72.03	50.50	36.78	23.00	10.21	2.68	15.37	27.26	

Table No. 49.—Rural Population served at the Primary School Stage by existing Schools in them (as on 31-3-1957)

States	POPULATION SLABS										Grand Total	Percentage to Total
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100	Total below 500		
Andhra Pradesh	5,66,004	49,34,651	71,44,688	61,31,570	10,06,328	7,35,518	3,83,357	1,17,774	10,495	22,53,472	2,10,29,875	12·59
Assam	78,766	4,83,353	12,41,011	19,02,523	5,00,027	4,83,949	4,44,814	2,85,027	40,653	17,63,470	55,60,463	3·33
Bihar	3,38,243	29,77,579	58,33,999	59,39,642	12,45,954	10,56,659	7,76,707	3,68,894	65,070	35,12,574	1,86,01,873	11·13
Bombay	1,50,043	40,42,047	82,44,733	94,85,185	19,71,797	18,00,588	12,47,221	5,27,447	51,585	55,98,538	2,88,20,646	17·25
J. & K.	37,572	1,81,297	3,32,302	4,31,140	88,079	74,791	57,994	30,104	5,967	2,56,395	12,39,156	00·74
Kerala	5,65,492	38,23,492	34,79,219	10,20,984	95,907	52,378	26,312	6,410	620	1,81,527	90,70,814	5·43
Madhya Pradesh	35,554	11,13,032	26,19,017	46,06,977	13,46,798	11,38,820	7,65,368	2,85,607	25,254	35,61,847	1,20,75,537	7·23
Madras	5,40,421	29,33,264	47,78,385	49,91,431	8,54,896	6,43,996	3,50,106	1,20,450	14,402	19,83,750	1,52,27,351	9·12
Mysore	1,66,411	18,69,309	39,87,393	38,16,544	9,32,703	8,32,088	6,12,365	2,67,752	42,383	26,87,204	1,16,50,948	6·97
Orissa	61,175	4,40,667	16,11,213	39,28,869	8,85,234	8,17,533	6,15,607	2,88,472	36,258	26,43,104	77,94,028	4·67
Punjab	2,48,299	23,46,058	33,26,164	29,05,111	5,12,340	3,56,870	2,15,496	80,269	19,240	11,84,415	1,90,09,847	7·99
Rajasthan	39,415	11,37,558	21,35,246	26,11,823	4,71,359	3,43,749	1,78,359	57,493	8,666	10,58,956	60,82,778	4·18
Uttar Pradesh	1,76,794	21,63,925	56,70,452	60,08,322	12,14,610	10,23,606	7,27,193	4,00,485	79,275	34,45,079	1,77,84,432	10·65
Delhi	..	46,396	81,549	50,376	7,598	6,098	2,443	..	93	16,232	1,94,553	00·12
West Bengal	..	..	8,063	35,897	20,201	25,719	42,461	46,567	19,145	1,54,093	1,08,053	00·12
Mizoram	28,287	98,380	1,24,656	1,10,096	24,495	25,780	19,679	18,790	3,036	91,780	4,53,199	00·27
Tripura	5,302	37,694	78,371	1,07,051	30,535	24,593	27,562	25,994	13,680	1,22,274	3,50,692	00·21
Total	33,87,783	2,69,81,883	4,07,96,761	5,33,62,641	1,12,07,961	94,42,645	64,02,954	29,27,445	4,44,222	3,95,15,227	16,70,44,295	100·00
to Total	2·09	17·95	29·81	31·95	6·71	5·65	3·89	1·75	00·26	18·26	100·00	
to Total	95·74	94·36	89·61	73·50	59·72	37·06	23·46	10·82	3·23	25·20	59·75	

Table No. 50.—Percentage of Population served at the Primary School Stage by School in the Habitation itself (as on 31-3-1957)

States	POPULATION SLABS									Total below 500	Grand Total
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100		
Andhra Pradesh	100	99.6	99.4	99.1	65.3	47.6	26.3	9.4	1.8	35.5	61.1
Assam	100	77.5	80.5	80.2	59.0	60.4	50.1	34.0	12.4	48.3	66.3
Bihar	91.7	92.9	83.2	59.0	40.3	29.8	19.9	9.9	4.0	22.1	50.9
Bombay	95.2	98.6	98.7	94.0	75.5	64.1	43.0	25.1	6.5	51.3	82.46
J. & K.	100.00	100.0	85.1	57.0	35.1	24.5	16.8	8.6	3.0	17.7	44.0
Kerala	100	99.4	69.4	50.8	36.1	24.7	10.8	9.5	2.6	25.9	72.4
Madhya Pradesh	93.5	97.4	93.2	77.0	57.6	38.0	23.2	9.5	2.0	27.8	52.63
Madras	100	95	91.3	70.2	49.2	31.6	19.5	8.4	2.6	26.8	66.9
Mysore	100	99.26	91.31	91.39	74.40	61.17	46.20	23.42	7.64	47.68	77.54
Orissa	100	94.0	93.3	75.7	57.8	46.2	32.6	16.5	4.5	34.2	55.7
Punjab	100	97.6	94.3	84.5	60.3	42.5	25.9	11.5	5.2	33.0	75.9
Rajasthan	79.18	99.6	96.1	77.4	42.5	25.9	12.2	3.9	0.95	16.96	53.6
Uttar Pradesh	68.5	79.1	81	48.8	26.1	17	9.7	4.6	1.5	10.8	32.5
Delhi	..	94.5	95.9	94.3	60.8	53.7	37.9	6.6	8.4	49.6	85.98
Himachal Pradesh	..	..	77.85	57.27	46.12	31.29	27.22	13.55	4.63	14.93	17.92
Manipur	100	95.9	83.0	78.5	67.6	59.8	46.6	29.6	7.5	40.6	70.0
Tripura	100	89.47	76.90	62.67	56.71	41.49	35.63	20.15	8.51	25.47	43.83
TOTAL	95.74	94.36	89.61	73.50	59.72	37.06	23.47	10.82	3.23	26.29	59.75

Table No. 51.—Rural Habitations served at the Primary Schools Stage by Existing Schools in Neighbouring Habitations (as on 31-3-1957)

17-3-M. of Fin/64

States	POPULATION SLABS										Total below 500	Grand Total	Percentage to	
	3,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100	II(H)			Total	
Andhra Pradesh	..	6	20	242	409	949	2,659	4,881	5,591	14,489	14,757	29.09	3.98	
Assam	..	11	65	276	262	550	1,190	2,303	2,850	7,155	7,507	29.39	2.03	
Bihar	3	63	587	4,172	2,946	5,402	9,688	17,660	20,435	56,131	60,956	55.50	16.43	
Bombay	3	19	67	468	479	1,160	2,987	7,935	7,994	19,655	20,212	26.54	5.45	
J. & K.	..	..	20	240	208	402	715	1,359	2,093	4,747	5,007	46.20	1.35
Kerala	..	86	707	1,011	300	346	346	317	226	1,535	3,339	31.32	0.90	
Madhya Pradesh	..	..	2	25	426	1,377	4,172	8,530	10,442	24,947	24,974	30.40	6.73
Madras	..	43	315	2,114	1,652	2,933	5,140	7,740	7,900	25,455	27,327	53.64	7.50	
Mysore	..	5	31	322	306	791	1,947	4,460	7,248	14,772	15,130	37.51	4.08	
Orissa	..	8	70	1,104	1,074	2,010	3,859	7,152	9,033	23,128	24,310	47.25	6.55	
Punjab	..	19	104	582	568	1,062	1,925	3,172	4,820	11,547	12,252	43.95	3.30	
Rajasthan	..	..	7	72	120	341	1,871	4,327	8,379	15,033	15,117	32.28	4.08
Uttar Pradesh	..	8	416	5,004	4,345	8,388	16,936	30,679	57,521	1,23,869	1,29,297	54.89	34.85	
Delhi	..	..	1	2	2	7	13	16	23	61	64	22.18	20.02
Himachal Pra.	..	..	..	13	23	69	238	1,245	5,400	6,975	6,988	54.71	1.88
Manipur	..	2	13	30	15	24	46	122	232	439	494	25.12	0.13	
Tripura	..	2	18	81	47	80	158	514	1,841	2,640	2,741	52.82	0.74	
TOTAL	6	272	2,443	15,658	13,182	25,891	53,890	1,07,532	1,52,088	3,52,583	3,70,962			
% to Total	1.27	2.35	5.90	14.84	26.52	34.92	47.36	56.80	59.86	51.77	44.16			
% to Table II	0.00	0.07	0.66	4.22	3.55	6.98	14.53	28.99	41.00	95.04	100.00			

Table No. 52.—Percentage of Habitations served at the Primary School Stage by Schools in the Neighbourhood (as on 31-3-1957)

States	POPULATION SLABS									Total below 500	Grand Total
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100		
Andhra Pradesh	0·3	0·4	2·5	11·8	20·9	43·7	54·9	52·0	42·9	29·1
Assam	4·7	5·5	7·6	16·1	23·6	33·0	39·7	39·8	34·9	29·4
Bihar	5·4	5·3	11·1	28·5	42·4	52·3	60·4	67·9	69·7	63·3	55·5
Bombay	4·0	1·0	1·1	3·2	8·1	14·1	27·9	47·4	57·9	36·8	26·5
J. & K.	6·8	21·5	36·8	44·9	50·1	55·2	51·5	50·8	46·2
Kerala	5·7	19·8	36·4	49·8	55·6	64·0	68·3	46·3	56·5	31·3
Madhya Pradesh	0·09	0·28	8·12	16·18	30·95	41·12	46·27	35·36	30·39
Madras	3·9	8·1	21·3	42·1	53·9	69·1	77·1	76·4	68·2	53·6
Mysore	0·7	1·3	5·3	10·9	20·1	36·1	56·6	65·1	47·4	37·5
Orissa	4·4	5·3	18·7	31·2	39·8	50·1	59·4	57·2	52·5	47·3
Punjab	2·2	4·1	12·0	29·8	43·6	56·7	65·4	69·1	59·0	44·0
Rajasthan	0·4	1·5	4·9	8·8	31·0	41·1	49·5	37·7	32·3
Uttar Pradesh	0·7	7·9	27·6	41·6	48·1	55·1	60·3	62·9	58·7	54·9
Delhi	1·7	2·4	8·3	23·3	48·1	84·2	92·0	48·8	2·2
Himachal Pradesh	13·27	23·00	31·08	36·62	49·66	58·78	55·07	54·71
Manipur	5·3	11·7	15·1	18·1	18·3	25·8	26·6	32·0	27·9	25·1
Tripura	12·5	22·5	32·5	38·5	46·2	49·4	54·6	56·0	54·5	52·9
TOTAL	1·27	2·35	5·90	14·84	26·52	34·92	47·36	56·80	59·86	51·77	44·16

Table No. 53.—Rural Population served at the Primary School Stage by Existing Schools in Neighbouring Habitations (as on 31-3-1957)

States	POPULATION SLABS									Total below 500	Grand Total	% to Total
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100			
Andhra Pradesh.	..	14,528	25,205	1,52,649	1,77,347	3,16,484	6,19,895	6,74,305	3,68,206	20,96,327	22,86,799	3.51
Assam . . .	..	31,731	86,087	1,83,631	1,14,933	1,89,482	2,90,653	3,29,830	1,61,915	10,86,813	13,88,262	2.13
Bihar . . .	18,679	1,64,054	7,39,249	27,48,528	13,04,285	18,48,415	23,28,656	25,19,575	11,23,773	91,24,704	1,27,95,514	19.61
Bombay . . .	17,180	57,734	85,706	3,03,617	2,07,985	3,89,005	6,97,961	9,62,706	4,64,529	27,22,276	31,86,513	4.88
J. & K. . . .	..	..	26,054	1,51,621	91,492	1,36,546	1,71,774	1,94,100	1,06,266	7,00,268	8,77,543	1.35
Kerala . . . .	..	2,68,227	9,53,815	7,04,809	1,32,750	1,17,406	84,888	46,555	11,727	3,93,326	22,60,177	3.46
Madhya Pradesh	..	..	2,641	16,492	1,88,626	4,68,819	10,07,018	12,17,795	5,74,255	34,56,513	34,75,646	5.33
Madras . . . .	..	1,07,509	3,99,228	13,12,374	7,29,322	9,98,228	12,35,060	11,01,218	4,40,163	45,03,991	63,23,102	9.69
Mysore . . . .	..	11,986	39,252	2,06,092	1,34,344	2,68,884	4,69,036	6,36,880	3,63,847	18,77,991	21,35,321	3.21
Orissa . . . .	..	20,728	84,295	7,12,041	4,75,599	6,90,376	9,36,999	10,32,301	4,82,340	36,17,615	44,34,679	6.79
Punjab . . . .	..	48,555	1,39,910	3,81,775	2,50,818	3,65,034	4,67,887	4,56,313	2,54,425	17,94,477	23,64,717	3.62
Rajasthan . . .	..	..	8,351	45,840	52,045	1,14,583	4,46,833	5,96,337	4,07,268	16,17,071	16,71,262	2.56
Uttar Pradesh .	..	19,822	5,15,443	32,19,003	19,31,374	28,31,160	41,02,822	52,11,665	32,34,383	1,73,61,409	2,11,15,677	32.35
Delhi . . . . .	..	..	1,216	1,187	931	2,436	3,931	2,413	1,495	10,216	12,619	00.02
Himachal Pradesh	..	..	..	8,050	9,998	23,315	56,481	1,69,161	2,39,212	4,93,167	5,06,217	00.78
Manipur . . . .	..	4,264	16,455	21,243	6,483	6,356	10,654	16,475	12,499	54,467	96,429	00.15
Tripura . . . .	..	4,436	21,395	54,147	20,665	27,265	38,274	70,604	88,124	2,44,932	3,24,910	00.50
TOTAL	35,859	6,93,574	31,44,302	1,02,23,099	58,28,999	88,45,799	1,29,67,922	1,52,38,503	82,79,342	5,11,60,563	6,52,57,397	100.00
% to Total	00.05	1.06	4.82	15.67	8.93	13.56	19.87	23.35	12.69	78.40	100.00	
% to Table of III(P)	1.01	2.18	5.66	14.08	26.38	34.72	46.86	56.32	60.17	44.03	23.34	

Table No. 54.—Percentage of Population served at the Primary School Stage by Schools in the Neighbourhood (as on 31st March, 1957.)

States	POPULATION SLABS									Total below 599	Grand Total
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100		
Andhra Pradesh	..	0·3	0·3	2·2	11·6	20·6	42·5	54·0	53·9	33·0	8·8
Assam	..	5·1	5·6	7·4	15·8	23·6	32·8	39·4	40·4	29·8	16·6
Bihar	..	5·1	10·5	27·3	42·2	52·0	59·7	67·6	69·5	57·4	35·0
Bombay	..	3·6	1·1	1·0	3·0	8·0	13·8	26·9	45·8	58·4	24·9
J. & K.	6·7	20·0	36·7	44·7	49·7	55·3	53·2	48·2	31·2
Kerala	..	4·9	19·0	35·1	50·0	55·4	64·1	69·0	50·4	56·1	18·05
Madhya Pradesh	0·1	0·28	8·9	16·0	30·5	40·4	46·3	26·2	15·14
Madras	..	3·5	7·6	20·0	41·9	53·7	68·7	76·6	78·0	60·9	27·81
Mysore	..	0·63	1·25	4·94	10·73	19·77	35·39	35·70	66·53	33·32	14·2
Orissa	..	4·3	4·9	17·8	31·0	39·5	49·0	59·2	59·3	46·8	31·7
Punjab	..	0·0	1·51	3·80	8·11	10·28	12·00	12·25	15·74	11·30	6·5
Rajasthan	0·4	1·4	4·7	8·6	30·5	40·1	47·9	25·9	12·8
Uttar Pradesh	..	0·6	7·3	26·1	41·5	48·0	54·9	60·1	62·9	54·4	38·7
Delhi	1·4	2·0	8·5	26·6	43·1	77·8	86·0	31·2	5·5
Himachal Pradesh	12·84	22·83	31·01	36·21	49·21	57·86	48·36	45·80
Manipur	..	4·1	11·0	15·2	17·9	19·0	25·2	26·0	30·9	24·1	14·9
Tripura	..	10·53	20·99	31·70	39·38	46·17	49·48	54·74	54·82	51·03	40·60
TOTAL	1·01	2·18	5·66	14·08	26·38	34·72	46·86	56·32	60·17	44·08	23·34

Table No. 42.—State-wise Distribution of Habitations with and without Educational Facility as on 31-3-1957

States	Indep. School		Group School		P.P. Teacher School		School in the Habitation		School Near		Total Served		Not Served		Total No.
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Andhra Pradesh	14,751	29.08	22,714	44.78	..	..	22,708	44.77	14,757	29.09	37,465	73.86	13,258	26.14	50,723
Assam	6,555	25.66	11,953	46.80	..	..	11,001	43.07	7,507	29.39	18,508	72.46	7,034	27.54	25,542
Bihar	6,958	6.33	80,349	73.15	..	..	26,351	32.09	60,956	55.50	87,307	79.48	22,529	20.51	1,09,836
Bombay	27,302	35.86	31,225	41.00	2,213	2.90	40,528	53.22	20,212	26.54	60,740	79.76	15,411	20.24	76,151
J. & K.	458	4.23	6,433	59.36	..	..	1,884	17.36	5,007	46.20	6,891	63.59	3,947	36.42	10,838
Kerala	4,624	43.38	4,466	41.89	..	..	5,751	53.95	3,339	31.32	9,090	85.27	1,570	14.73	10,660
Madhya Pradesh	8,031	9.77	37,767	45.06	..	..	20,824	25.34	24,974	30.40	45,798	55.73	36,380	44.27	82,178
Madras	6,493	12.52	39,313	75.78	..	..	17,979	34.65	27,827	53.64	45,806	88.30	6,075	11.71	51,881
Mysore	10,362	25.69	22,510	55.80	133	0.33	17,875	44.61	15,130	37.51	33,005	81.82	7,332	18.18	40,337
Orissa	6,055	11.77	33,287	64.70	..	..	15,032	29.22	24,310	47.25	39,342	76.47	12,106	23.53	51,448
Punjab	6,294	22.58	17,187	61.66	..	..	11,229	40.28	12,252	43.95	23,481	84.23	4,395	15.77	27,876
Rajasthan	3,102	6.62	20,935	44.70	13	0.03	8,933	19.08	15,117	32.28	24,050	51.36	22,780	48.64	46,830
Uttar Pradesh	3,005	1.28	1,52,460	64.72	..	..	26,168	11.11	1,29,297	54.89	1,55,465	66.00	80,090	34.00	2,35,555
Delhi	148	51.21	106	36.68	..	..	190	65.74	64	22.15	254	87.89	35	12.11	289
Himachal Pradesh	62	9.49	7,930	62.08	..	..	1,004	7.86	6,988	54.71	7,992	62.57	4,781	37.43	12,773
Manipur	371	19.25	784	40.69	..	..	671	34.82	484	25.12	1,155	59.94	772	40.06	1,927
Tripura	156	3.01	3,480	67.06	..	..	895	17.25	2,741	52.82	3,636	70.17	1,553	29.83	5,189
TOTAL	1,04,728	12.47	4,92,899	58.68	2,359	0.28	2,29,023	27.26	3,70,962	44.16	5,99,985	71.42	2,40,048	28.58	8,40,043

Table No. 43.—State-wise Distribution of Population with and without Educational Facility as on 31-3-1957

States	Independent School		Group School		P. P. Teacher School		School In		School Near		Total served		Not Served		Grand Total
	Population	%	Population	%	Population	%	Population	%	Population	%	Population	%	Population	%	
Andhra Pradesh	1,47,58,144	56·89	85,60,449	33·00	..	..	2,10,29,875	81·07	22,88,709	8·82	2,33,18,584	89·89	26,22,850	10·11	2,59,41,434
Assam	36,59,475	143·56	32,98,259	30·35	..	..	55,60,463	66·23	13,88,262	13·66	69,48,725	82·91	14,32,252	17·09	83,80,977
Bihar	65,59,825	17·95	2,48,37,262	67·96	..	..	1,86,018	50·90	1,27,95,214	35·00	3,12,97,051	85·90	51,46,176	14·08	3,65,43,263
Bombay	2,11,63,272	60·55	1,04,00,444	29·76	4,43,443	1·27	2,88,20,646	82·46	31,86,513	9·12	3,20,07,159	91·58	29,43,704	8·42	3,49,50,863
J. & K.	3,61,296	12·82	1,75,58,930	62·31	..	..	12,39,156	43·08	8,71,943	31·16	21,17,099	75·14	7,00,517	24·86	28,17,616
Kerala	79,07,112	63·14	34,23,879	27·34	..	..	90,70,814	72·44	22,60,177	18·05	1,13,39,991	90·49	11,91,440	9·51	1,25,22,431
Madhya Pradesh	52,68,743	22·96	1,02,82,440	44·81	..	..	1,20,75,537	52·63	34,75,646	15·15	1,55,51,183	67·78	73,05,059	32·23	2,29,46,242
Madras	64,45,826	27·86	1,52,04,627	66·75	..	..	1,52,27,351	66·89	63,23,102	27·76	2,13,50,453	94·65	12,28,533	5·39	2,27,78,986
Mysore	77,39,562	51·51	60,32,107	40·14	14,600	0·10	1,16,50,948	77·54	21,35,321	14·21	1,37,86,269	91·75	12,39,452	8·25	1,50,25,721
Orissa	37,74,975	26·98	84,53,732	60·42	..	..	77,94,028	55·71	44,34,679	31·70	1,22,48,707	87·41	17,61,632	12·59	1,39,90,339
Punjab	67,65,953	51·29	56,09,511	42·53	..	..	1,00,09,847	75·89	23,64,717	17·93	1,23,74,464	93·82	8,15,311	6·18	1,31,89,375
Rajasthan	26,65,927	20·46	59,86,303	45·94	1,305	0·0	69,82,778	53·58	16,71,262	12·82	86,54,040	66·40	43,78,955	33·60	1,30,32,995
Uttar Pradesh	36,78,524	6·73	3,52,21,635	64·45	..	..	1,77,844	32·54	2,11,15,677	38·64	3,89,00,105	71·18	1,57,50,995	28·82	5,46,51,064
Delhi	1,43,888	64·47	61,284	27·08	..	..	1,04,553	85·98	12,619	5·58	2,07,172	91·56	19,114	8·45	2,26,286
Himachal Pradesh	26,511	2·40	6,77,759	61·32	..	..	1,98,053	17·92	5,06,217	45·80	7,94,270	63·72	4,00,923	26·28	11,05,193
Manipur	2,98,418	46·09	2,51,210	38·80	..	..	4,53,199	69·99	96,429	14·89	5,49,628	84·88	97,880	13·12	6,47,508
Tripura	1,03,126	12·89	5,72,476	71·54	..	..	3,50,692	43·83	3,24,910	40·61	6,75,602	84·44	1,24,551	15·56	8,00,153
TOTAL	9,12,12,677	32·63	14,06,29,667	50·30	4,59,348	0·16	16,70,44,295	59·75	6,52,57,397	23·34	23,24,01,692	83·90	4,72,47,254	16·90	27,95,50,946

Table No.44.—Consolidated Statement showing slab-wise Distribution of Habitations according to the nature of the Existing Educational Facility

Served by	POPULATION SLABS									Total below 500	Grand Total
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100		
Independent Schools	386	7,294	21,746	38,675	11,030	10,826	8,330	4,952	988	36,626	1,04,727
Group Schools—											
(a) In it	142	3,617	15,165	37,308	13,964	16,074	16,847	13,744	5,547	66,176	1,22,408
(b) Within $\frac{1}{2}$ M	4	165	1,418	7,439	6,649	13,055	25,194	50,409	70,488	1,65,795	1,74,821
(c) Within 1M	2	104	1,014	7,925	6,176	12,076	26,154	51,470	72,078	1,67,954	1,76,999
(d) Within $1\frac{1}{2}$ M . . . . .	..	1	11	285	355	738	2,370	5,189	8,495	17,147	17,444
(e) Within 2M . . . . .	..	2	..	8	2	18	146	351	700	1,217	1,227
Total by Group Schools.	148	3,889	17,608	52,965	27,146	41,961	70,711	1,21,163	1,57,308	4,18,289	4,92,899
P. P. Teacher Schools											
(a) In it . . . . .	..	..	..	1	106	374	492	643	272	1,887	1,888
(b) Within $\frac{1}{2}$ M . . . . .	..	..	..	1	..	3	15	53	162	233	234
(c) Within 1M . . . . .	..	..	..	..	..	1	10	58	153	222	222
(d) Within $1\frac{1}{2}$ M . . . . .	..	..	..	..	..	..	1	2	11	14	14
(e) Within 2M . . . . .	..	..	..	..	..	..	..	..	1	1	1
Total by P. P. Teacher.	..	..	..	2	106	378	518	756	599	2,357	2,359
School in it	528	10,911	36,911	75,984	25,100	27,274	26,169	10,339	6,807	1,04,689	2,29,023
School near	6	272	2,443	15,658	13,182	25,891	53,890	1,07,532	1,52,088	3,52,583	3,70,962
Total served	534	11,183	39,354	91,642	38,282	53,165	80,059	1,26,871	1,58,895	4,57,272	5,99,985
No School	19	380	2,032	13,853	11,418	20,981	33,731	62,458	95,176	2,23,764	2,40,048
Grand Total	553	11,563	41,386	1,05,495	49,700	74,146	1,13,790	1,89,329	2,54,071	6,81,036	8,40,033

Table No. 45.—Consolidated Statement showing slab-wise percentage of Habitations according to the nature of the Existing Educational Facility in the Primary School Stage.

Served by	POPULATION SLABS									Total below 500	Grand Total
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100		
Independent Schools	69.80	63.03	52.54	36.66	22.19	14.60	7.76	2.62	0.39	5.38	12.47
Group Schools—											
(a) In it	25.68	31.23	36.64	35.36	28.10	21.68	14.81	7.26	2.18	9.72	14.57
(b) Within ¼ Mile	0.72	1.43	3.43	7.95	13.38	17.61	22.14	26.63	27.74	24.34	20.81
(c) Within 1 Mile	0.36	0.90	2.15	7.51	12.43	16.29	22.98	27.19	28.37	24.66	21.07
(d) Within 1½ M.	..	0.01	0.03	0.27	0.71	1.00	2.08	3.34	2.52	2.52	2.08
(e) Within 2 M.	..	1.02	..	0.01	0.00	0.02	0.12	0.19	0.28	0.18	0.15
Total by Group Schools.	26.76	33.63	42.55	50.21	54.62	56.59	62.14	64.00	61.91	61.42	58.68
P. P. Teacher Schools—											
(a) In it	..	..	..	0.00	0.21	0.50	0.43	0.31	0.11	0.28	0.22
(b) Near it	..	..	..	0.00	..	0.01	0.02	0.06	0.13	0.07	0.06
Total by P. P. Teacher Schools.	..	..	..	..	0.21	0.51	0.46	0.50	0.24	0.35	0.28
School in it	95.47	91.36	89.19	72.03	50.50	36.78	23.00	10.21	2.68	15.37	27.26
School near it	1.27	2.35	5.90	14.84	26.53	34.92	47.36	56.80	59.86	51.77	44.16
Total served	96.74	96.71	95.09	86.87	77.03	71.70	70.36	67.01	62.54	67.14	71.42
No School	3.26	3.29	4.91	13.13	22.97	28.30	29.64	32.99	37.46	32.86	28.58

Table No. 46.—Consolidated Statement showing the slab-wise distribution of Population (with percentages) according to the nature of Existing Educational Facility at the Primary School stage (as on 31-3-1957)

Served By	P or %	POPULATION SLABS									Total below 500	Grand Total
		5,000 to & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100		
Indep. Schools	P %	21,48,168 69·19	2,01,88,234 63·53	2,95,32,867 53·14	2,73,43,634 37·67	49,28,412 22·30	37,47,843 14·70	21,98,781 7·95	7,57,991 2·80	69,347 00·50	1,16,99,474 10·08	9,12,12,677 32·63
Group Schools	P %	9,75,174 2·76	1,04,87,223 33·00	2,34,08,166 42·12	3,62,40,998 49·92	1,20,60,258 54·58	1,44,04,614 56·54	1,71,35,577 61·92	1,73,00,002 63·94	86,17,625 62·63	6,95,18,076 59·90	14,06,29,667 50·30
P. P. Teacher School	P %	.. ..	.. ..	.. ..	1,108 0·00	41,288 0·22	1,37,987 0·54	1,26,518 0·46	1,08,855 0·40	36,592 0·27	4,58,240 0·39	4,59,348 0·16
Schools in it	P %	33,87,783 95·74	2,99,81,883 94·36	4,97,96,761 89·61	5,33,62,641 73·50	1,12,07,961 50·72	94,42,645 37·07	64,92,954 23·47	29,27,445 10·82	4,44,222 3·23	3,05,15,227 26·29	16,70,44,295 59·76
Schools near it	P %	35,859 1·01	6,93,574 2·18	31,44,302 5·66	1,02,23,099 14·08	58,28,997 26·38	88,45,799 34·72	1,29,67,922 46·86	1,52,38,593 56·32	82,79,342 60·17	5,11,60,563 44·08	6,32,57,397 23·34
Total Served	P %	34,23,642 96·75	3,06,75,457 96·54	5,29,41,063 95·27	6,35,85,740 87·58	1,70,36,958 77·10	1,82,88,444 71·79	1,94,60,876 70·33	1,81,65,948 67·14	87,23,564 63·40	8,16,75,790 70·37	23,23,01,692 83·10
No School	P %	1,14,969 3·25	10,99,595 3·46	26,31,058 4·73	90,14,878 12·42	50,60,115 22·90	71,87,778 28·21	82,11,032 29·67	88,91,928 32·86	50,37,001 36·60	3,43,88,754 29·63	74,72,49,254 16·90
GRAND TOTAL		35,38,611	3,17,75,052	5,55,72,121	7,26,00,618	2,20,97,073	2,54,76,222	2,76,72,808	2,70,57,876	1,37,60,565	11,60,64,544	27,95,50,946

Table No. 41.—State-wise distribution of Habitations and Population with and without Educational Facility as on 31-3-1957

States	School In				School Near				Not Served			
	Habitations	%	Population	%	Habitations	%	Population	%	Habitations	%	Populations	%
Andhra Pr.	22,708	44·77	2,10,29,875	81·07	14,757	29·09	22,88,709	8·82	13,258	26·14	26,22,850	10·11
Assam	11,001	43·07	55,60,463	66·35	7,507	29·39	13,88,262	13·66	7,034	27·54	14,32,252	17·09
Bihar	26,351	23·99	1,86,01,875	40·90	60,956	55·50	1,27,95,214	35·00	22,529	20·51	51,46,176	14·08
Bombay	40,528	53·32	2,88,20,646	82·46	220,212	26·54	31,86,513	9·12	15,411	20·24	29,43,704	8·42
J. & K.	1,884	17·38	12,39,156	43·98	5,007	46·20	8,77,943	31·16	3,947	36·42	7,00,517	24·86
Kerala	5,751	53·95	90,70,814	72·44	3,339	31·32	22,60,177	18·05	1,570	14·73	1,10,14,400	9·51
Madhya Pr.	20,824	25·34	1,20,75,537	52·63	24,974	30·40	34,75,646	15·15	36,380	44·27	73,95,958	32·23
Madras	17,979	34·65	1,52,27,351	66·89	27,827	53·64	63,23,102	27·76	6,075	11·71	12,28,533	5·39
Mysore	17,875	44·61	1,16,59,948	77·54	15,130	37·51	21,35,321	14·21	7,332	18·18	12,39,452	8·25
Orissa	15,032	29·22	77,94,028	55·71	24,310	47·25	44,34,679	31·70	12,106	23·53	17,61,632	12·59
Punjab	11,229	40·28	1,00,09,847	75·89	12,252	43·95	23,64,717	17·93	4,395	15·77	8,15,311	6·18
Rajasthan	8,933	19·08	69,82,778	53·58	15,117	32·28	16,71,262	12·82	22,780	48·64	43,78,955	33·60
Uttar Pradesh	26,168	11·11	1,77,84,432	32·54	1,29,297	43·89	2,11,15,677	38·64	80,090	34·00	1,57,50,905	28·82
Delhi	190	65·74	1,94,553	85·98	64	22·15	12,619	5·58	35	12·11	19,114	8·45
Himachal Pr.	1,004	7·86	1,98,953	17·92	6,988	54·71	5,06,217	45·80	4,781	37·43	4,00,923	36·28
Manipur	671	34·82	4,53,199	69·99	484	25·12	96,429	14·89	772	40·06	97,880	15·12
Tripura	895	17·25	3,60,692	43·83	2,741	52·82	3,24,910	40·61	1,553	29·93	1,24,551	15·56
TOTAL	2,29,023	27·26	16,70,44,295	59·75	3,70,962	44·16	6,52,57,397	23·34	2,40,048	28·58	4,72,49,254	16·90

The table No. 60 gives statewide distribution of the total number of habitations served by Schools either in them or in their vicinity and their population, along with their percentage to the total number of habitations and population respectively in those States.

Table No. 60.—State-wise Distribution of the Habitations and Population with school in them or near them

State	No. of Habs.	Percentage	Population	Percentage
Andhra Pradesh	37,465	73.86	2,33,18,584	89.89
Assam	18,508	72.46	69,48,725	82.91
Bihar	37,307	79.48	3,11,97,951	85.90
Bombay	60,740	79.76	3,20,97,159	91.50
Jammu & Kashmir	6,991	63.59	21,17,999	75.14
Kerala	6,090	85.27	1,13,30,991	90.49
Madhya Pradesh	45,798	55.73	1,55,51,183	67.78
Madras	45,866	88.30	2,15,50,453	94.65
Mysore	33,005	81.82	1,37,96,269	91.75
Orissa	39,342	76.47	1,22,28,707	87.41
Punjab	23,481	84.23	1,23,74,464	93.82
Rajasthan	24,050	51.36	86,54,040	64.40
Uttar Pradesh	1,55,465	66.00	3,89,00,105	71.18
Delhi	254	87.89	2,97,172	91.56
Himachal Pradesh	7,992	62.57	7,04,270	63.72
Manipur	1,155	59.94	5,49,628	84.88
Tripura	3,636	70.07	6,75,602	84.44
TOTAL	5,99,985	71.42	23,23,01,692	83.09

11. *The Position as on the 31st March 1957.*—It will thus be seen that, of the 8,40,033 habitations with a total population of 27,95,50,946 in all 2,29,023 habitations with a total population of 16,70,44,295 are served by one or more schools located in them. Of these, 1,04,727 habitations with a population of 9,12,677 were served by independent schools, i.e., schools serving only the habitations in which they were located and no other. Of the remaining, 1,22,408 habitations were served by group schools located in them and 1,888 habitations were served by peripatetic-teacher school centres located in them. Of the remaining, 3,70,962 habitations with a total population of 6,52,57,397 were served by a school in the neighbouring habitation within walking distance of the child.

Of these 3,70,491 were served by group schools and 471 by peripatetic teacher schools. Of the 3,70,491 served by group schools at some distance, the children in 1,74,821 habitations were served by a group school within half a mile, 1,76,999 at a distance greater than half a mile but not greater than one mile, 17,444 at a distance between 1 to $1\frac{1}{2}$ miles and 1,227 at a distance greater than $1\frac{1}{2}$ miles.

Of the 471 served by peripatetic teacher school centres at some distance, 234 were served within half a mile from the habitation, 222 within half to one mile, 14 within one to $1\frac{1}{2}$ miles and one at a distance greater than $1\frac{1}{2}$ miles. Thus in all, 4,92,899 habitations having a total population of 14,06,29,667 were served by group schools and 2,359 habitations with a total population of 4,59,348 were served by peripatetic teacher schools. Thus on the 31st March, 1957, in all, 5,99,985 habitations with a total population of 23,23,01,692 had educational facility at the primary school stage either in the habitation itself or in a neighbouring habitation within walkable distance of the child, *i.e.*, generally not at a distance longer than one mile.

Speaking in terms of percentages, 27·26% of the habitations had school in them and 44·16% were served by school in the vicinity. Of the total number of habitations, 12·47% were served by independent schools, 58·68% by group schools and 0·27% by peripatetic teacher schools, thus bringing the total percentage of habitations served to 71·42%, leaving 28·58% of the habitations without any educational facility either in the habitation or even in the neighbouring habitation within walking distance. Considered from the point of view of population, 59·75% of the total population according to the 1951 Census had primary education facility for the children in the habitation itself and 23·3% had it in the neighbouring habitation. From the point of view of type of facility, 32·6% of the population was served by independent schools and 50·3% by group schools and only 0·16% by peripatetic teacher schools. Thus in all 83·1% of the total population had educational facility either in the habitation itself or in the adjoining habitation, leaving out 16·9% of the total population without any educational facility even in the vicinity within walkable distance of the child.

CHAPTER 26

Habitations without Educational Facility

1. *Habitations and Population Served.*—It has already been seen that some habitations are served by independent schools, i.e., schools that serve only those habitations, others are served by group or peripatetic teacher schools. Some of these get the facility in the habitation itself and others get it in the neighbouring habitation within walkable distance for the child. Thus some have facility for primary education in the home habitation while others have it in the adjoining one. As seen in the previous chapter, one or more schools are located in 2,29,023 habitations having a total population of 16,70,44,295 and some of these serve or could serve besides themselves 3,70,962 habitations, with a population of 6,52,57,397 leaving the rest without any educational facility either in them or in the vicinity within walkable distance of the child. As the total number of habitations in the area surveyed is 8,40,033, the number of habitations left without educational facility, as on the 31st March 1957, was 2,40,048 i.e. 28·58% of the habitations. The total rural population being 27,95,50,946, 16·90% of the total population was left without any educational facility. The percentage of population without educational facility is naturally lower than the percentage of habitations without educational facility because most of the habitations left without educational facility are, as would be expected, from the lower population slabs.

2. *Statewise Distribution of Habitations without Educational Facility.*—Of the 2,40,048 habitations without educational facility, a large majority lies in Uttar Pradesh, there being 80,090 forming 34·00% of the total number of habitations without school. Madhya Pradesh with its 36,380 habitations comes next forming 15·15% of the total number of habitations without educational facility. Then comes Rajasthan with 22,780 forming 9·49% closely followed by Bihar with its 22,529 habitations, forming 9·39% of the total. Uttar Pradesh thus accounts for one-third of the habitations without educational facility and Madhya Pradesh, Rajasthan and Bihar taken together form another one-third. Most of the remaining one-third lie in Bombay (6·4%), Andhra Pradesh (5·5%) and Orissa (5·0%). The 7,332 habitations without educational facility in Mysore form only about 3% of the total habitations in India and those in Assam and Madras 2·93% and 2·51% respectively. Himachal Pradesh naturally forms a small percentage and so do the other Union territories as also Jammu and Kashmir, as the number of habitations in these is very small. In Kerala, the habitations not provided for form only 0·66%.

3. *Habitations not Served Compared to the Total Number in States.*—What is, therefore, more significant is to find out what percentage of the total number of habitations in the State have remained without any educational facility either in the habitation or at least in the adjoining habitation. Considered from this point, though the number of habitations in Rajasthan without schools form not even 10% of the all-India total, as many as 48·64% of the Rajasthan habitations were without educational facility on the 31st March

1957. In Madhya Pradesh, they formed 44·27%. Manipur formed 40·06%, Himachal Pradesh 37·43%, Jammu and Kashmir 36·42% and then comes Uttar Pradesh with 34%. Tripura has little less than 30% and Assam 27·54%. Andhra Pradesh has got little more than 26% and Orissa about 23·5%. In Bombay, it is 20·24%. In Mysore, the percentage comes down to 18·18, in Punjab to 15·77 and in Kerala 14·73. In Madras, it is the lowest, being 11·71%.

It will thus be seen that the percentage of habitations without educational facility in the different States varies considerably from 48·6% in Rajasthan to 11·71% in Madras, the number remaining without educational facility in one is four times that in the other.

4. *The Two Aspects indicated by the two Sets of Percentages.*—Both these percentages—the percentage of habitations without educational facility in each State to the total number of habitations in the country, as also the percentage of such habitations to the total number of habitations in the State, have their own significance and utility to the educational administrator. The former, the percentage of habitations to the total number of such habitations in the country gives an idea of the extent of field remaining to be covered with reference to or in relation to the total amount to be covered in the country, while the latter percentage indicates the relative position of the States in regard so that which State has proportionately larger back-load could be assessed.

5. *Population not Served.*—On the total number of habitations remaining without educational facility and their distribution among the different population slabs depends the total population that remains without educational facility. If all the habitations that are not provided for with schools either in them or in the vicinity be in the smallest one or two slabs, then in spite of the number of habitations being large, the total population that has remained unprovided would be comparatively smaller, while if even the bigger habitations be without educational facility, then even for the same number, a far larger population will remain unprovided for.

Looking to the figures for the population remaining unprovided there again Uttar Pradesh leads as it accounts for 157·51 lakhs out of the total of 472·49 lakhs that have no educational facility. Uttar Pradesh thus accounts for 28·82% of the population. Next comes Madhya Pradesh with 73·95 lakhs, which is 32·23% of its total population. Bihar has 51·46 lakhs without educational facility. This is 14·08% of its total population. Then comes Rajasthan where 43·73 lakhs have no facility and in Bombay the population of all the habitations without schooling being 29·43 lakhs. The percentage of population without educational facility is much higher in Andhra Pradesh, viz., 10·11 though the population remaining unprovided is only 26·22 lakhs.

6. *Proportion of Population not Served.*—Considered from the point of percentage of the population remaining unserved to the total population in that State, the highest percentage is not in Uttar Pradesh which accounts for a large portion of the population but in Himachal Pradesh having only about 4 lakhs without this facility, the percentage there being 36·28. Next comes Rajasthan (33·6) closely

TABLE No. 55.—Rural Habitations not served at the Primary School Stage by any Existing School in it or near it (as on 31-3-1957)

Sl. No.	State	POPULATION SLABS									Total below 500	Grand Total	Percentage to	
		5,000 to above	2,000 & 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below & 100			II(H)	Total
1	Andhra Pr.	..	3	75	828	801	1,430	1,884	3,245	4,992	12,352	13,258	26·14	5·52
2	Assam	..	43	153	454	245	376	620	1,581	3,562	6,384	7,934	27·54	2·93
3	Bihar	..	24	343	2,075	1,216	1,876	3,225	5,895	7,873	20,085	22,529	20·51	9·39
4	Bombay	..	5	21	501	977	1,826	2,665	4,305	5,110	14,883	15,411	20·24	6·42
5	J. & K.	..	..	25	269	160	277	477	899	1,840	3,653	3,947	36·42	1·65
6	Kerala	..	79	432	403	85	124	89	106	252	656	1,570	14·73	0·66
7	Madhya Pr.	..	12	153	2,161	1,809	3,863	6,241	10,374	11,766	34,053	36,380	44·27	15·15
8	Madras	..	6	47	386	349	640	886	1,509	2,252	5,636	6,075	11·71	2·51
9	Mysore	..	1	11	245	418	760	1,001	1,663	3,233	7,075	7,332	18·18	3·06
10	Orissa	..	3	24	410	388	696	1,372	3,002	6,211	11,669	12,106	23·53	5·04
11	Punjab	..	4	32	237	196	346	610	1,144	1,826	4,122	4,395	15·77	1·83
12	Rajasthan	..	2	60	1,144	1,325	2,529	3,458	5,822	8,439	21,573	22,780	48·64	9·49
13	Uttar Pr.	..	197	643	4,670	3,395	6,102	10,861	21,521	32,637	74,566	80,090	34·00	33·37
14	Delhi	..	1	2	13	5	6	4	3	1	19	35	12·11	0·02
15	Himachal Pr.	..	..	2	29	31	78	238	934	3,469	4,750	4,781	37·43	1·99
16	Manipur	..	..	7	13	12	30	51	209	450	752	772	40·06	0·32
17	Tripura	..	..	2	15	6	22	49	246	1,213	1,536	1,553	29·93	0·65
TABLE		19	380	2,032	13,853	11,418	20,981	33,731	62,458	95,176	2,23,764	2,40,048	28·58	100·00
% to TABLE II		3·26	3·29	4·91	13·13	22·97	28·30	29·64	32·99	37·46	32·86	28·58		
% to TOTAL		0·01	0·16	0·84	5·77	4·76	8·74	14·05	26·02	39·65	93·22	100		

Table No. 56.—Percentage of Habitations without any Educational Facility at the Primary School Stage (as on 31-3-1957)

States	POPULATION SLABS									Total below 500	Grand Total
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100		
Andhra Pradesh . . . . .	..	0·2	1·4	8·5	23·0	31·6	30·9	36·5	46·5	36·7	26·12
Assam . . . . .	..	18·5	13·1	12·6	15·1	16·1	17·2	27·3	49·8	31·1	27·5
Bihar	3·6	2·0	6·5	14·1	17·4	18·1	20·2	22·7	26·9	22·7	20·5
Bombay	1·3	0·3	0·3	3·5	16·7	22·2	24·8	29·1	36·9	27·8	20·3
J. & K. . . . .	..	..	8·4	24·2	28·3	31·0	33·4	36·6	46·0	39·0	36·4
Kerala . . . . .	..	5·2	22·1	14·5	14·2	20·0	16·4	22·9	51·7	24·1	14·8
Madhya Pradesh	6·67	2·91	7·09	23·88	34·48	45·39	46·31	50·01	52·14	48·27	44·27
Madras . . . . .	..	0·5	1·2	4·1	8·9	11·8	11·9	15·0	21·5	15·2	11·7
Mysore . . . . .	..	0·2	0·5	4·0	14·9	19·2	18·5	21·1	29·1	22·7	18·2
Orissa . . . . .	..	1·6	1·8	6·0	11·3	13·7	17·8	25·0	39·4	26·5	23·5
Punjab . . . . .	..	0·5	1·2	4·8	10·3	14·3	17·9	23·5	26·2	21·1	15·7
Rajasthan	12·5	0·5	3·6	23·3	53·1	65·7	57·3	55·3	49·8	54·2	48·6
Uttar Pradesh	31·8	17·4	12·1	25·7	32·4	35·1	35·4	35·4	35·7	35·4	34·0
Delhi . . . . .	..	5·3	3·3	15·2	20·9	20·0	14·9	15·8	4·0	15·2	12·1
Himachal Pradesh . . . . .	..	..	22·22	29·59	31·00	35·14	36·62	37·26	37·76	37·50	37·43
Manipur . . . . .	..	..	6·3	6·5	14·4	23·0	28·7	45·5	62·1	47·7	40·1
Tripura . . . . .	..	..	2·5	6·1	4·9	12·8	15·3	26·2	36·9	31·7	30·0
TOTAL	3·26	3·29	4·91	13·13	22·97	28·30	29·64	32·99	37·46	32·86	28·58

States	POPULATION SLABS									Total below 500	Grand Total 500	% to Total
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100			
Andhra Pradesh	..	7,378	93,270	5,19,544	3,51,834	4,85,847	4,54,562	4,57,015	2,53,400	20,02,658	26,22,850	5.55
Assam	..	1,08,296	2,14,189	3,08,135	1,10,251	1,28,572	1,51,282	2,22,297	1,89,230	8,01,632	14,32,252	3.03
Bihar	11,804	63,880	4,40,667	13,84,957	5,41,947	6,46,566	7,92,761	8,35,769	4,27,825	32,44,858	51,46,176	10.90
Bombay	5,569	14,102	25,906	2,97,913	4,31,514	6,21,623	6,54,055	6,13,086	2,79,036	26,00,214	29,43,704	6.23
J. & K.	..	..	31,898	1,73,634	71,107	94,324	1,15,483	1,26,587	87,484	4,94,935	7,00,517	1.48
Kerala	..	1,98,119	5,82,540	2,84,798	37,027	42,202	21,325	14,503	10,926	1,25,983	11,91,440	2.52
Madhya Pradesh	5,925	29,660	1,86,918	13,83,497	8,01,120	13,22,196	15,20,417	15,05,561	6,39,765	57,89,059	78,95,059	15.65
Madras	..	14,610	58,842	2,47,850	1,54,191	2,16,786	2,11,631	2,15,213	1,09,410	9,07,231	12,28,533	2.60
Mysore	..	2,046	13,746	1,53,263	1,85,079	2,59,360	2,44,047	2,38,736	1,43,175	10,70,397	12,39,452	2.62
Orissa	..	8,156	30,524	2,58,078	1,71,758	2,39,012	3,34,836	4,23,494	2,95,774	14,64,874	17,61,632	3.73
Punjab	..	9,911	41,322	1,52,862	87,019	1,17,508	1,48,585	1,60,050	98,054	6,11,216	8,15,311	1.73
Rajastha	10,362	4,289	78,790	7,18,775	5,86,845	8,70,337	8,42,279	8,32,827	4,34,451	35,66,739	43,78,955	9.27
Uttar Pradesh	81,309	6,36,324	8,16,713	30,86,178	15,06,570	20,98,070	26,39,257	30,56,866	18,29,518	1,11,30,281	1,57,50,905	33.33
Delhi	..	2,724	2,276	8,160	2,357	2,096	966	445	90	5,954	19,114	0.04
Himachal Pradesh	..	..	2,294	18,729	13,600	26,161	57,055	1,28,041	1,55,043	3,79,900	4,00,923	0.85
Manipur	..	..	9,013	8,892	5,256	9,831	11,874	23,146	24,868	79,975	97,880	0.21
Tripura	..	..	2,150	9,613	2,640	7,287	11,517	32,392	58,952	1,12,788	1,24,551	0.26
TOTAL	1,14,960	10,99,595	26,31,058	90,14,878	50,60,115	71,87,778	82,11,932	88,91,928	50,37,001	3,43,88,754	4,72,49,254	100.00
% to TOTAL	0.24	2.33	5.57	19.08	10.71	15.21	17.38	18.82	10.66	72.78	100.00	
% to TABLE II	3.25	3.46	4.73	12.42	22.90	28.21	29.67	32.86	36.60	29.63	16.90	

No. 58.—Percentage of Population without any Educational Facility at the Primary School Stage (as on 31-3-1957)

States	POPULATION SLABS									Total Below 500	Grand Total
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100		
Andhra Pradesh	..	0·1	1·3	7·7	22·9	31·6	31·2	36·6	44·3	31·5	10·1
Assam	..	17·4	13·9	12·4	15·2	16·0	17·1	26·6	47·2	29·9	17·1
Bihar	3·2	2·0	6·3	13·7	17·5	18·2	20·3	22·4	26·5	20·4	14·1
Bombay	1·2	0·3	0·3	3·0	16·5	22·1	25·2	29·2	35·1	23·8	8·42
J. & K.	..	..	8·2	23·0	28·2	30·8	33·5	36·1	43·8	34·1	24·8
Kerala	..	4·7	11·6	14·2	13·9	19·9	16·0	21·5	42·0	18·0	9·5
Madhya Pradesh	6·5	2·6	6·7	22·69	33·5	45·1	46·2	50·0	51·7	45·2	32·23
Madras	..	0·5	1·1	3·8	8·9	11·7	11·8	15·0	19·4	12·3	5·4
Mysore	..	0·11	0·44	3·67	14·78	19·06	18·41	20·88	25·83	19·00	8·25
Orissa	..	1·7	1·8	6·5	11·2	13·7	17·8	24·3	36·3	19·0	12·6
Punjab	0·0	0·4	1·2	4·4	10·2	14·0	17·86	23·0	26·4	17·0	6·2
Rajasthan	30·8	0·4	3·5	21·3	52·0	65·5	57·4	56·0	51·1	57·1	33·6
Uttar Pradesh	31·5	20·8	11·7	25·1	32·4	35·0	35·4	35·3	35·6	34·8	28·8
Delhi	..	5·5	2·7	13·7	21·7	19·7	19·0	15·6	5·6	19·2	8·6
Himachal Pradesh	..	..	22·15	29·89	31·05	34·79	36·57	37·24	37·51	36·71	36·28
Manipur	..	..	6·0	6·3	14·5	22·4	28·13	44·4	61·6	35·4	15·1
Tripura	..	..	2·11	5·63	4·90	12·34	14·80	25·11	36·67	23·50	15·57
TOTAL	3·25	3·46	4·73	12·42	22·90	28·21	29·67	32·86	36·60	29·63	16·00

followed by Madhya Pradesh (32·23) and then comes Uttar Pradesh with its 28·82%. The smallest percentage is noticeable in Madras, which has 5·39% and the next higher is in the Punjab with 6·18. Bombay comes next with 8·42, then Delhi with 8·6 and Kerala with 9·51. The position of Bombay was much better before the reorganisation as the percentage in these districts which formed the former Bombay State is only about 4·5%.

It would thus be seen that barring minor changes in rank, the States rank practically in the same order whether considered from the point of view of total number of habitations or total population not having educational facility in the habitation itself or in the vicinity. As the total number of habitations remaining without educational facility is 2,40,048 having a total population of 4,72,49,254, the average population per habitation comes to about 196 per habitation. This does not mean that there are no habitations in the higher slabs remaining without educational facility on 31st March 1957. This is only an average and will have to be interpreted as such. It certainly connotes that the number of habitations in the lower slabs are definitely many more than those in the higher ones.

7. *Slabwise Distribution of Habitations not Served*.—Out of this total of 2,40,048 habitations, as many as 39·65% are from the last slab. If all the slabs with population below 500 be taken into account, they account for 93·22% of the total number of habitations without any educational facility. This means that as many as 6·88% of the total number of habitations without educational facility lie in the higher slabs, the highest one not being an exception though it forms only 0·01%. The slab with 2,000 to 4,999 has only 0·16% and the slab with population 1,000 and above has 0·84%. In the slab 500-999 there are 5·77% of the total number of habitations without school. Though these percentages appear small, looking to the size of the slab, the population living in these habitations is not negligible.

In the highest slab, there are as many as 19 habitations, 14 of these being in Uttar Pradesh, two in Bihar, one in Bombay and one in Madhya Pradesh and one in Rajasthan. In the next slab, out of 80, Uttar Pradesh accounts for 197, then comes Kerala with 79 of its habitations without educational facility. Reference to actual cases on the maps shows that a few of these had educational facility in the neighbouring habitations but as according to the principles and targets they were to be provided with new schools to avoid confusion likely from the habitation being noted twice most of these were therefore recorded as unprovided. Then next comes Assam with 43 and Bihar with 24. Except the State of Jammu and Kashmir, Himachal Pradesh, Manipur and Tripura, all others have one or more habitations in this slab, without educational facility.

In the next lower slab, viz., 1,000 to 1,999 again the highest number is in Uttar Pradesh, there being 643 habitations. Here next in order comes Kerala with 432, Bihar with 343 and Assam with 153 habitations. In the slab 500-999, 4,670 habitations are in Uttar Pradesh, 2,161 in Madhya Pradesh, 2,075 in Bihar and 1,144 in Rajasthan.

What is more significant here is that such a large number of habitations in the higher slabs had remained without educational facility either in them or even in the adjoining habitations though in the same States very small habitations and not a small number of them, even from the lowest slab have schools in them. There exist habitations with population below 100 having an independent school while, not only in the same State but in the same District, a habitation with population above 5,000 having no school either in it or even in the vicinity. Though in these small habitations with population below 100, there cannot be even a dozen children of school-going age while in the habitations remaining unprovided in the highest slab, 600 children of school-going age have remained without schooling facility.

8. *Proportion to the Total Number in the Slab.*—In view of this it is necessary to compare the number of habitations without such facility with the total number of habitations in each slab. Here again, the highest as expected is naturally in the last slab,—37·46% of the total number of habitations in the slab below 100 do not have any educational facility. The percentage then gradually falls first to 32·99 in the next higher and then to 29·64 in the slab 200-299 and to 28·30 to the next higher and then the rapid fall begins, giving 22·97% in the slab 400-500, 13·13% in the slab 500-999 and the last three slabs have 4·9%, 3·29% and 3·26% respectively.

9. *Slabwise Position in States.*—When the position is examined slabwise in the different States, it is noticed that in the States of Andhra Pradesh, Bombay, Jammu and Kashmir, Kerala, Madras, Mysore, Orissa, Punjab, Manipur and Tripura, the percentage of habitations remaining unprovided is very meagre in the higher two or three slabs and then it rises and remains practically at the same level in the last two or three slabs. The case however is slightly different in Kerala where there is one 'mode' in the population slab 1,000-1,999 and another in the population slab 300-399 and the third one in the last slab. In Rajasthan, the percentage is quite high, about 12·5% in the highest slab, then it falls to 0·5 in the next and then rises again to the highest value of 65·7% in the population slab 300-399. In Uttar Pradesh also the percentage is quite high in the highest slab and then it falls to 17·7 and then to 12·1 and then it rises and in all the population slabs below 400 remains practically at the same level, namely round about 35·4%.

10. *Population without Educational Facility.*—As regards the distribution of the population in the different States, in practically all the States, except the States of Rajasthan and Delhi, the highest percentage is noticed in the slab 'below 100'. In some cases of course there is a second modal value in one of the higher slabs. In Assam it reaches 17·4% in the population slab 2,000 and above. In Rajasthan one 'modal value' is in the population slab 300-399 while the other (30·8%) is in the highest slab. In Uttar Pradesh also the percentage maintains almost the same level in all the slabs 'below 500' and the percentage is again high in the highest slab being 31·5%. The distribution of these percentages in the different slabs in the different States can be readily seen from table No. 58.

11. *Marked Variations.*—How and why the number of habitations without educational facility varies considerably from district to district and State to State would be an interesting subject for study.

some cases, the distribution is found to be of a uniform pattern a large number of districts of the State while in others, it is found vary considerably in the different groups of districts. It is the result of various contributory factors such as the geographical control, socio-economic conditions, people's awareness for education. In one of the State reports, an attempt has been made by the officers concerned to account for the situation. A comparative study of the facts and figures regarding the density of population, the number of habitations per 100 sq. miles, the average population per rural habitation and the figures indicating the theoretical distances in evenly distributed habitations with the type of pattern obtaining in each of the States or districts in regard to independent and group schools and habitations left without educational facility would form a very interesting field for further study in detail. The tables show the situation at a glance.

12. *Locations of New Schools.*—What is however significant in the present Survey is not merely what is left out without educational facility—the number of habitations or population and their distribution but how and where to locate the new schools so that whatever is found to have been left without educational facility, whatever be the reason for it, is provided for by locating schools in minimum number of habitations. In this effort it is but natural to explore all the possibilities of grouping as many habitations as possible round a centrally situated habitation so that a single group school may cater to the educational needs of as many habitations as possible within one mile. Where this is not possible, it is to be seen whether an independent school could be proposed and when all efforts have failed, to try to provide at least for a peripatetic teacher school so that the number of habitations without educational provision are reduced to the irreducible minimum after planning.

The next chapter indicates in brief the number of habitations where independent, group or peripatetic teacher schools have been proposed in the different States.

CHAPTER 27

The Proposed Schools

1. *The Procedure.*—As already seen, the existing independent group and peripatetic teacher schools in all provide educational facility at the primary school stage to 5,99,985 habitations out of 8,40,000 in the area surveyed, thus leaving 2,40,048 habitations without provision of a school either in the habitation itself or in the neighbourhood within walking distance of the child. One of the main objectives of the Survey was, as already pointed out, to find out the most convenient locations for the establishment of new schools at the primary school stage so that with the minimum number of such schools the maximum number of habitations and population could be served at the primary school stage. For this purpose, the Survey procedure required taking into consideration the overall picture of the educational facility from the Slab and School Area Registers, along with the maps and starting preferably with bigger habitations remaining unprovided for and then gradually to those in the lower slabs and at every stage trying to see if any of the neighbouring smaller habitations could be tagged on to them in accordance with the principles set out and thus not only to suggest suitable locations for schools to be started in future but also simultaneously to delimit the areas to be served by them, after making such adjustments, as necessary, re-tagging of habitations already served at a longer distance by an existing school to the new one if it could serve it at much shorter distance. Thus, an attempt was of course made to see if the proposed school could be a group school serving the neighbouring habitations but wherever this was not possible, they naturally remained independent schools and where both independent and group schools were not possible in accordance with the targets and principles laid down, the possibility of having habitations or group of habitations within walkable distance for the teacher, viz., five miles, was explored and that the area for a peripatetic teacher school could be proposed with two centres for the teacher to attend alternately.

2. *The Sources of Information.*—The proposed schools could not be seen immediately on the map as the curves enclosing the areas were all drawn in red ink and habitations served by them were tagged and are shown connected to them with the help of red arrows. However, for the purpose of tabulation, the information could be collected readily from the School Area Register where in column Nos. 13, 14 & 15 entries are made regarding the proposed independent, group and peripatetic teacher schools respectively. The Habitation Register does not give any specific information in this regard, but the School Area Register, in columns 11, 12 & 13, gives information regarding the position after planning. However, this is not useful, as in the first instance, it is not possible to distinguish here between the independent, group and peripatetic teacher schools. The best source, therefore, for collecting information in this regard was the School Area Register where columns 13, 14 & 15 gave pointed information regarding the independent, group and peripatetic teacher schools respectively. From these, tables were prepared and the information tabulated in Table III-B for the independent Schools, Table IVB-for-

group schools and Table VB for the peripatetic teacher schools, all in proforma No. 5, in the first place for the *talukas*, then these were consolidated into district tables, the totals of which came in the State tables and these are compiled to form the all-India tables. The independent, group and peripatetic teacher schools proposed are discussed below.

3. *The Statewise Distribution of Independent Schools.*—In all, independent schools are proposed in 45,234 habitations to serve a total population of 2,41,92,249. Of these habitations, the largest number, *viz.* 19,567 is from Uttar Pradesh forming about 43·26% of the total. 5,247 are from Bombay State. Next in order comes Madhya Pradesh with proposal for 4,009 habitations for independent schools. Then come Bihar with 3,227, Rajasthan with 2,529, Andhra Pradesh with 2,243, Assam with 1,839, Kerala and Orissa each with 1,848 and Mysore with 1,371 forming only about 3·03%. The number of habitations in Kerala where independent schools are proposed form only about 4·09% of the total while those in Bombay they form about 11·67, in Bihar about 7·15% and in Madhya Pradesh about 8·86%. In contrast with these States, in the States of Madras, Punjab and Jammu and Kashmir, the number of habitations where independent schools are proposed is very small there being only 564 in Madras, 457 in Punjab and 592 in Jammu and Kashmir. The number in the four Union Territories is naturally enough still smaller, in Himachal Pradesh 61 habitations having been proposed, in Manipur 39, Tripura 36 and Delhi 27 habitations. The total in the three States of Madras, Punjab and Jammu and Kashmir is nearly equal to that of Mysore and Mysore itself are 1/4th of those of Bombay.

In Bombay State, from the Marathi districts of the old Bombay State in 377 habitations with a population of 3,09,135, independent schools are proposed while in the former Gujarati districts, the total number is 1,147 serving a population of 4,08,389. In Saurashtra, the total number of habitations to be served by independent schools is 203 with a total population of 68,666. Vidarbha has 1,196 habitations with a population of 5,06,285 and Marathwada 1,824 habitations with a population of 6,93,061 to be served by independent schools, thus making a total number of 5,247 habitations with a total population of 19,85,536.

In Madhya Pradesh, of the total of 4,009 habitations for which independent schools are proposed, Bilaspur has got 610, Durg 471, Raipur 432, Sarguja 369 and Bastar 293. Some districts have a very small number.

In Bihar, out of 3,227 habitations for which independent schools are proposed, 414 are in Muzaffarpur, 390 in Darbhanga, 387 in Saran, 269 in Champaran, 278 in Monghyr and 248 in Purnea. The district of Ranchi has the least number, *viz.* 49 and next in order come Dhanbad with 63, Sarthal Parganas with 39 and Gaya with 99.

In Rajasthan, out of a total of 2,529 habitations proposed for independent schools, 274 are in Alwar, 186 in Barmer and 171 in Ganganagar. The smallest number is in Banswara with 27, Tonk with 33 and Jhunjhunu with 39 come next.

States	POPULATION SLABS										Percentage to		
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100	Total Below 500	Grand Total	Total	Table II
Andhra Pradesh . . .	..	3	57	569	507	771	290	45	1	1,614	2,243	4.95	4.42
Assam . . . . .	..	42	177	451	250	307	221	405	16	1,499	1,869	4.13	7.32
Bihar	2	43	441	1,867	380	292	155	39	3	3,74	3,227	7.13	2.94
Bombay . . . . .	..	7	46	627	1,116	2,009	1,242	137	13	4,597	5,247	11.60	6.89
J. & K. . . . .	..	..	13	132	40	62	33	10	2	147	292	0.65	2.69
Kerala . . . . .	..	153	931	631	55	62	13	2	1	133	1,848	4.09	17.34
Madhya Pradesh . . .	..	9	106	1,360	851	1,370	280	30	3	2,534	4,009	8.86	4.88
Madras . . . . .	..	5	32	172	138	195	21	1	..	355	564	1.25	1.09
Mysore . . . . .	..	..	9	195	311	499	282	72	3	1,097	1,371	3.03	3.40
Orissa . . . . .	..	5	61	731	421	463	138	24	5	1,651	1,848	4.09	3.59
Punjab . . . . .	..	2	26	165	96	114	59	4	..	214	457	1.01	1.6
Rajasthan	1	1	48	654	625	1,088	110	2	..	1,835	2,529	5.59	5.40
Uttar Pradesh	11	134	682	7,049	3,900	7,425	265	130	1	11,691	19,567	43.26	8.31
Delhi . . . . .	..	1	2	12	5	5	2	..	..	12	27	0.06	0.34
Himachal Pradesh . . .	..	..	..	9	7	19	20	6	..	52	61	0.13	0.48
Manipur . . . . .	..	..	5	5	7	20	2	..	..	29	39	0.09	2.02
Tripura . . . . .	..	..	1	16	1	7	10	1	..	19	36	0.08	0.69
TOTAL	14	405	2,637	14,645	8,710	14,708	3,134	928	53	27,533	45,234	100.0	5.38
% to TOTAL	0.03	0.90	5.83	32.38	19.26	32.50	6.93	2.05	0.12	60.37	100.00	..	..
% to TABLE II	2.53	3.50	6.37	13.88	17.53	19.84	2.75	0.49	0.62	4.04	5.38	..	..

States	POPULATION SLABS									Total Below 500	Grand Total	Percentage to Total
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100			
Andhra Pr.	..	7,378	72,254	3,56,185	2,22,939	2,63,193	75,142	7,216	80	5,68,570	10,04,487	4.15
Assam	..	1,06,900	2,45,183	3,08,449	1,12,205	1,06,514	54,848	58,632	1,136	3,33,335	9,93,867	4.11
Bihar	11,804	1,10,380	5,57,498	12,86,873	1,70,451	1,02,226	38,776	6,030	406	3,17,889	22,84,444	9.44
Bombay	..	19,838	56,778	3,83,624	4,92,020	6,82,361	3,19,533	30,294	1,088	15,25,296	19,85,536	8.21
J. & K.	..	..	16,274	85,649	17,570	21,353	8,042	1,599	91	48,655	1,50,578	0.62
Kerala	..	3,78,347	12,72,555	4,63,699	24,409	21,482	3,189	335	..	49,415	21,64,016	8.95
Madhya Pr.	5,925	22,157	1,29,597	8,90,114	3,78,528	4,72,418	73,958	4,871	261	9,30,036	19,77,739	8.18
Madras	..	12,305	40,117	1,12,500	61,107	66,554	5,425	150	..	1,33,236	2,98,158	1.23
Mysore	..	..	11,502	1,22,749	1,38,356	1,71,026	71,717	11,477	248	3,92,824	5,27,075	2.18
Orissa	..	13,297	75,236	4,70,214	1,87,483	1,58,957	34,909	4,067	333	3,85,749	9,44,496	3.90
Punjab	..	4,583	34,938	1,07,574	43,107	39,144	13,334	754	..	96,339	2,43,434	1.01
Rajasthan	10,362	2,145	64,059	4,16,459	2,77,557	3,75,967	30,091	394	..	6,84,009	11,77,034	4.87
Uttar Pr.	65,184	4,32,195	8,57,394	45,54,761	17,80,049	25,03,724	65,917	16,905	97	44,56,692	1,03,66,226	42.85
Delhi	..	..	2,276	7,526	2,357	1,776	461	..	..	4,594	17,120	0.07
Himachal Pr.	..	..	..	5,370	3,037	6,415	4,912	841	..	15,205	20,575	0.09
Manipur	..	..	6,250	3,677	3,031	6,462	570	..	..	10,063	19,990	0.08
Tripura	..	..	1,131	10,730	472	2,360	2,593	180	..	5,613	17,474	0.07
TOTAL	93,275	11,12,249	34,43,052	95,86,153	39,14,678	50,91,932	8,03,417	1,43,753	3,740	99,57,520	2,41,92,249	100.00
% to TOTAL	0.39	4.60	14.23	39.63	16.18	21.05	3.32	0.59	0.01	41.16	100.00	..
% to TABLE II	2.64	3.50	6.20	13.20	17.72	19.99	2.90	0.53	0.03	9.58	8.65	..

In Andhra Pradesh, out of a total of 2,243 habitations for proposed independent schools, a fairly large number, viz. 322 are in Nalgonda, 289 in Anantapur and 223 in Cuddapah. A very small number, viz. 10 are in Krishna East and 16 in Krishna West, 17 in Guntur North, 19 in Guntur South, 26 in Godavari West and 58 in Godavari East. The maximum population in Andhra Pradesh covered by proposed independent schools is in the district of Anantapur where 1,17,727 are proposed to be provided for by the proposed independent schools. Medak with a population of 83,341 and Chittoor with 78,857 come next in order.

In Assam, out of 1,869 habitations, the largest number viz., 304 is from Lakhimpur and the smallest from Mizo where only 42 are proposed.

In Kerala, out of 1,848 such habitations, 608 are from the district of Quilon and 332 from Kottayam. The smallest number, viz. 35 independent schools are for Palghat.

In Orissa, out of 1,848 habitations in which independent schools have been proposed, 383 are in the district of Cuttack, 223 from Kalahandi, 201 from Koraput, but only 37 from Mayurbhanj, 42 from Keonjhar and 48 from Ganjam Agency.

4. *Slabwise Distribution in States.*—Considered slabwise, there are only 14 habitations in the highest slab, 405 in the population slab 2,000-4,999, 2,637 in the population slab 1,000-1,999 which form 6·37% of the total number of habitations in that slab. Of these, again 931 are in Kerala, 441 in Bihar and 682 in Uttar Pradesh. From other States, the number is comparatively far smaller. In the next slab, 500-999, independent schools are proposed in all 14,645 habitations forming 13·88% of the total number of habitations in that slab and 32·38% of the total number of independent schools proposed. Of these, the largest number viz. 7,049 is in Uttar Pradesh, 1,867 is in Bihar, 1,360 in Madhya Pradesh, 731 in Orissa, 654 in Rajasthan, 631 in Kerala, 627 in Bombay and 569 in Andhra Pradesh. The total number of habitations where independent schools are proposed is comparatively smaller in the next slab 400-499, there being only 8,710, forming just 17·53% of the total number of habitations in that slab. Of these, large majority namely 3,900 is in Uttar Pradesh. Next comes the Bombay State, there being 1,116. From Madhya Pradesh there are 851 habitations, Rajasthan 625 and Andhra Pradesh 507. In the next slab 300-399, about the same proportion of the total number in that slab, viz. 19·84% habitations are proposed for independent schools. Of these 14,708 habitations, 7,425 are from Uttar Pradesh, 2,009 are from Bombay, 1,370 from Madhya Pradesh and 1,088 from Rajasthan. Thus more than 3/4th of the total is from these four States. The least number is certainly from the Union Territories and from among the States, there are 62 each from Jammu and Kashmir and Kerala, and 114 from Punjab.

In the slabs below 300, ordinarily no independent school is expected in view of the targets and principles laid down. However, the State Survey Officers have proposed in the slab 200-299 in all 3,134 independent schools. These form 2·75% of the total number of habitations in that slab and 6·93% of the total number of habitations

proposed for independent schools. In view of the targets laid down, the number is certainly large, but the justification put forth by most of the State Officers is that a good many of these cases are marginal or their present population is far above 300. Of these, Bombay alone accounts for 1,242, Andhra Pradesh only 290, Mysore 282, Madhya Pradesh 280, Uttar Pradesh 265, Assam 221, Bihar 155, Orissa 138 and Rajasthan 110. In other States and in the Union Territories, the number is below 50.

In the population slab 100-199 also 928 habitations have been proposed for independent schools. These form 0·49% of the total number of habitations in that slab. Here the maximum number, viz. 405 is in Assam and 187 in Bombay. There are 100 in Uttar Pradesh and 72 in Mysore. In this connection, it is worth mentioning that Assam did not propose even a single peripatetic teacher school. In Delhi and Manipur there is none and in seven cases, the number is 10 or less. In the population slab below 100, where really speaking one should expect not even a single case of proposed independent school, there are in all 53 of which 16 are from Assam, 13 from Bombay and five or less from several other States.

On the whole, therefore, Uttar Pradesh and Bombay rank high in these proposals for independent schools. Of the total number of 5,247 habitations, 1,116 are from the slab 400-499, 2,000 from the slab 300-399 and 1,242 from the slab 200-299. In Andhra Pradesh, the maximum number viz. 771 is in 300-399, in Mysore and Uttar Pradesh, the maximum number is from the slab 300-399 while in Bihar and Orissa it is from the population slab 500-999. In Kerala it is in the slab 1,000-1,999 as 50% of the habitations so proposed are from that slab. In Rajasthan, however, it comes in the population slab 300-399, accounting for nearly 40% of the total number proposed for independent schools. In Madhya Pradesh, out of the total of 4,009 habitations where independent schools have been proposed, 1,360 are from the slab 500-999, 851 from the slab 400-499 and 1,370 in the slab 300-399. In Assam, the number of such habitations is quite high in the population slabs 500-999 and 100-199, in the former it being 451 and in the latter 405.

If the number of habitations where independent schools are proposed be compared with the total number of habitations in the different slabs in the States, in Assam, it comes in the next one, it being 13·03%, in Kerala in the slab 1,000-1,999 with 26·09%. The maximum value of 12·73% is in Bihar, 11·8% in Jammu and Kashmir and 12·36% in Orissa, is in the slab 1,000-1,999. In the States of Madhya Pradesh, Punjab and Delhi, the 'mode' value is in the population slab 400-499, it being 16·22%, 25·07% and 20·83% respectively. In Andhra Pradesh, the maximum value of 7·02% comes in the population slab 300-399 and so it is in Bombay with 24·43%, in Mysore with 12·65% and Rajasthan with 28·26%. In Madras also, it is in this slab, but the highest is only 3·58%. In the preceding slab it is only 3·52% and in other slabs it is much lower.

5. *Population to be served by Independent Schools.*—As regards population, out of the total population of 2,41,92,249 in all the habitations where independent schools are proposed, the maximum viz. 42·85% is from Uttar Pradesh. Next comes Bihar, accounting for

9·44%. This is only 6·25% of Bihar's total population. Kerala comes next as it accounts for 8·95% of the total population and it is 17·28% of its own population. Bombay and Madhya Pradesh come next as they account for about 8·2% of the total from the habitations where independent schools are proposed. In the former, it is 5·68% of its population, while in the latter it is 8·62%. In Uttar Pradesh only 19·2% of its total population is proposed for independent schools, but the population itself being quite large, it accounts for 42·85% of the total population to be benefitted by the proposed independent schools. In Assam, new independent schools are proposed for 11·86% of its population and in Rajasthan for 9·03%. The maximum population of 95,86,153 forming 35·63% of the total population is from the population slab 500-999. In Bihar, the maximum percentage of population *viz.* 55·14% is from the population slab 400-499, and in Bombay the maximum is only 24·27% from the population slab 300-399. In Bombay, in the population slab 200-299, 12·29% of the population in that slab is proposed for independent schools. In Rajasthan, the maximum population to be catered for by new independent schools is in the population slab 500-999, accounting for 28·30% of the habitations in that slab.

6. *Proposed Group Schools.*—As against 45,234 habitations to be served by independent schools, 1,88,664 habitations are to be served by group schools. Of these, 69,641 forming 36·81% of the total are from Uttar Pradesh itself. Bihar comes next, but not with as big a number. There are 26,871 habitations accounting for 14·24% of the total or 24·46% of its own total and Madhya Pradesh and Rajasthan which follow account for 12·84% and 9·42% of the total, respectively. In Madhya Pradesh, however, the habitations form nearly 30% of the total number of habitations there. From other States the number is not large, though the percentage of the habitations so served to the total number of habitations in those States or territories is pretty high. In Himachal Pradesh, it is 35·66%, in Jammu and Kashmir 23·24% and in Orissa 22·12%.

7. *Slabwise Distribution of Group Schools.*—In general, as can be expected, a large number is from the population slab below 100. Of the total, 38·11% are from this slab and 29·13% from the next higher slab, *viz.* 100-199. Excepting Bombay, Andhra Pradesh and Madhya Pradesh, where the maximum number is from the population slab 100-199, the modal value falls in the population slabs below 100. Of the total number, 95·04% fall in the population slabs below 500. Comparing the habitations served by group schools to the total number of habitations in those slabs shows that in Madhya Pradesh 38·35% of the total number of habitations in that slab and in Uttar Pradesh 33·63% of the population slab 200-299 are served by group schools. In Orissa, in the population slab 100-199 the maximum percentage is noticeable. It is so in practically all the States—In Himachal Pradesh it is 36·9%, in Rajasthan 48·09%, in Bihar 27·9% and in Jammu & Kashmir 27·75%. In Assam, Kerala, Madhya Pradesh, Bihar, Mysore and Punjab a pretty high percentage is also noticeable in the lowest slab. It is 41·5% in Rajasthan, 32·6% in Uttar Pradesh, 30·7% each in Kerala and Madhya Pradesh, 29% in Bihar and 22·28% in Assam. The modal value for the whole country *viz.* 29·03% falls in the population slab 100-199. In the slabs 500 and above, generally,

States	POPULATION SLABS											Percentage to	
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100	Total Below 500	Grand Total	Total	Table II
Andhra Pradesh . . . . .	..	..	18	257	293	644	1,205	1,950	1,851	5,943	6,218	3.30	12.26
Assam . . . . .	..	9	22	153	98	206	409	1,008	1,595	3,316	3,500	1.86	13.70
Bihar	1	17	319	2,443	1,507	2,422	4,145	7,261	8,756	24,091	26,871	14.24	24.46
Bombay . . . . .	..	2	10	196	288	719	1,559	2,556	2,121	7,243	7,451	3.95	9.78
J. & K. . . . .	..	..	13	136	114	202	383	683	988	2,370	2,519	1.34	23.24
Kerala . . . . .	..	5	96	175	71	98	92	82	150	493	771	0.40	7.23
Madhya Pradesh . . . . .	..	3	47	786	955	2,446	5,169	7,873	6,937	23,380	24,216	12.84	29.47
Madras . . . . .	..	1	15	214	211	443	771	1,215	1,389	4,029	4,259	2.26	8.21
Mysore . . . . .	..	2	4	77	155	402	827	1,435	2,090	4,900	4,992	2.65	12.38
Orissa . . . . .	..	5	24	527	570	1,070	2,154	3,386	3,647	10,827	11,383	6.03	22.12
Punjab . . . . .	..	3	19	145	140	292	556	1,004	1,460	3,452	3,619	1.92	12.08
Rajasthan . . . . .	..	1	12	489	695	1,432	3,056	5,061	7,034	17,278	17,780	9.42	3.80
Uttar Pradesh	3	71	377	2,623	2,183	3,734	10,332	20,278	29,840	66,367	69,441	36.81	29.48
Delhi . . . . .	..	..	..	1	..	1	2	3	1	7	8	0.00	2.77
Himachal Pradesh . . . . .	..	..	2	20	24	53	218	925	3,308	4,533	4,555	2.41	35.66
Manipur . . . . .	..	..	2	8	5	10	13	45	47	120	130	0.07	6.75
Tripura . . . . .	..	..	5	8	10	16	42	188	682	838	951	0.50	18.33
TOTAL	4	119	985	8,258	7,319	14,195	30,933	54,955	71,896	1,79,298	1,88,664	100.0	22.46
% to TOTAL	0.00	0.06	0.52	4.38	3.88	7.52	16.40	29.13	38.11	95.04	100.0	..	..
% to TABLE II	0.72	1.03	0.38	7.83	14.73	19.14	27.18	29.03	28.30	26.33	22.46	..	..

States	POPULATION SLABS									Total below 500	Grand Total	Percentage to Total
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100			
Andhra Pradesh	..	..	20,916	1,62,189	1,23,495	2,17,587	2,86,907	2,76,864	1,04,988	10,14,841	11,97,946	3.49
Assam	..	22,724	30,047	98,027	43,394	69,828	99,827	1,40,712	92,535	4,46,296	5,97,994	1.74
Bihar	5,535	42,253	4,03,046	16,06,329	6,67,925	8,31,828	10,06,084	10,33,255	4,81,972	49,26,064	60,88,232	17.73
Bombay	..	4,460	12,569	1,20,255	1,27,141	1,44,536	3,72,380	3,62,443	1,27,335	12,33,888	13,71,171	3.99
J. & K.	..	..	15,622	37,583	59,907	68,534	92,860	96,698	51,565	3,60,564	4,63,571	1.35
Kerala	..	11,878	1,21,964	1,25,130	30,956	33,275	22,454	11,298	6,950	1,04,933	3,53,905	1.06
Madhya Pradesh	..	7,503	57,411	4,93,383	4,22,169	8,34,329	12,58,206	11,56,478	3,94,353	40,65,330	46,23,827	13.47
Madras	..	2,305	18,725	1,35,350	93,084	1,49,591	1,84,156	1,73,302	75,586	6,75,719	8,32,099	2.42
Mysore	..	4,046	5,045	46,585	67,902	1,36,040	2,00,364	2,06,635	1,05,952	7,16,013	7,71,689	2.25
Orissa	..	12,794	29,045	3,35,297	2,51,914	3,68,116	5,25,703	4,87,802	1,99,126	18,32,661	22,10,307	6.44
Punjab	..	7,481	23,102	93,460	61,711	99,220	1,35,534	1,44,790	77,806	5,15,151	6,39,194	1.86
Rajasthan	..	2,144	14,731	3,01,502	3,06,900	4,91,287	7,42,681	7,24,616	3,65,914	26,31,398	29,49,775	8.59
Uttar Pradesh	16,125	2,24,051	4,73,293	17,49,006	9,40,846	12,44,090	25,10,143	28,78,960	16,98,618	98,72,653	1,17,35,132	34.17
Delhi	..	..	..	634	..	320	595	445	90	1,360	1,994	0.01
Himachal Pradesh	..	..	3,294	13,359	10,563	19,408	52,036	1,26,856	1,51,174	3,60,437	3,76,090	1.09
Manipur	..	..	2,763	5,215	2,225	3,399	3,175	6,412	2,873	18,054	26,032	0.08
Tripura	..	..	5,560	5,206	4,453	5,247	9,743	25,325	35,009	79,777	90,543	0.26
TOTAL	21,660	3,41,644	12,41,734	53,79,120	32,10,588	48,16,655	75,92,758	78,53,905	39,71,436	2,73,55,343	3,43,39,591	100.00
% to TOTAL	0.06	0.99	3.62	15.66	9.35	14.93	21.85	22.87	11.57	79.66	100.00	..
% to TABLE II	0.61	1.08	2.23	7.41	14.53	18.91	27.11	29.03	28.86	23.57	12.28	..

the percentage is lower, but it is pretty high in Himachal Pradesh and Uttar Pradesh, where it reaches 20·4% and 22·2% respectively in the slab 500-999. In Himachal Pradesh, in the next higher slab also it is pretty high, being 22·22%.

8. *Population to be served by Group Schools.*—Of the total population of 3,43,39,501 to be served by the proposed group schools, 79·66% is from the population slabs below 500. The slab 100-199 accounts for 22·87%. Naturally, the highest two slabs contribute for less than one per cent each.

Comparing the population to be served by group schools in the habitations with schools in them or in the adjoining habitation with the total of all the habitations in that slab, the maximum percentage is noticeable in the slab 100-199; a little above 29% of the population in that slab being served by the proposed group schools. Next comes the last slab with 28·86% and then the slab 200-299. The slab 300-399 accounts for only 18·91%. From the population slab 400-499, only 14·53% of its total population would be served by the proposed group schools. In the next higher slab, the percentage falls to nearly half, and that in the next higher one to 1/4th of that.

9. *Peripatetic Teacher Schools.*—As regards peripatetic teacher schools, out of the total of 13,606 habitations proposed to be served by peripatetic teacher schools, the largest number, *viz.* 3,987 is from Madhya Pradesh, 2,864 from Bombay, 1,522 from Orissa, 1,437 from Rajasthan and, 1,201 from Mysore. These form a little more than 4/5th of the total number of habitations proposed for peripatetic teacher schools. Assam has proposed none and for evident reasons in Delhi there could be none. Himachal Pradesh has proposed peripatetic teacher school facility for only 26 habitations and Kerala for 70. The Punjab has proposed for 82 and Jammu & Kashmir for 87. These form about 2% of the total number of habitations proposed to be served by peripatetic teacher schools. In all the States except Bombay, four districts of Mysore and one of Rajasthan, the position after planning is the same as 'the proposed' one as there were no such schools in the rest of the country and therefore the details regarding distribution of these are discussed in chapter 30. The number of habitations and population served would be seen in table No. 75.

10. *Changes in Existing Facility.*—As a result of these proposals for opening new independent, group and peripatetic teacher schools, not only habitations hitherto remaining unserved would be served but some of the habitations which could have been served by existing group schools would be served either by independent schools or by another group school at a shorter distance. In giving the existing position if the habitation was going to get an independent school or was to be tagged on to a school-habitation at a shorter distance, then it was not included among the habitations served, by most of the officers, to avoid confusion in the compilation of the School Area Register.

While delimiting the school areas for the existing schools, generally, the position as would be accepted after the proposal was taken into consideration by some of the State Special Officers in preparing

their tables for the existing position. A habitation that would be served by a proposed independent school or a group school at a shorter distance was not included by them in the tabulation for existing group schools, while some officers included them. What matters is the position that would be obtaining after the proposals are implemented. To this 'After Planning Position' are devoted the following chapters.

CHAPTER 28

Independent Schools After Planning

1. *The Sources for Tabulation.*—After delimiting the School areas or the existing schools, the next step in the Survey was to find out the habitations where in accordance with the principles and targets laid down, school could be located so that with the minimum number of such schools, the maximum area could be covered. As explained in detail earlier the procedure consisted of starting with the bigger habitations left at present without educational facility and then to go on tagging to them all habitations in the vicinity and by the process of selection and adjustment to form new school areas where necessary with adjustments with the school areas already worked out; thus finalising the delimitation of school areas both for existing and the proposed schools. In the School Area Registers, columns 8 to 12 show particulars regarding the existing schools while columns 13 to 16 were meant for the proposed schools. In some cases the entry in the earlier columns showing the existing position is superseded by that in columns 13 to 16 with proposed schools and hence the result after planning is obtained by taking a consolidated picture of the entries in columns 8 to 16 and these are presented in the different district tables in proforma No. 5 after tabulating the results with the help of tallies.

The maps show the position regarding the existing schools in green colour, regarding the proposed ones in red one and the picture it would be after planning is the combined result of both these. In the Slab Area Register also, after completing the school areas, the necessary entries are made in columns 11 to 14 and these give the combined result of the existing and the proposed schools.

As regards the independent schools, the Slab Register indicates whether the educational facility is in the habitation itself or in the joining one, but it does not indicate the type of school which proposes it and therefore for collecting information regarding the independent schools one has to turn to the School Area Register where the type is indicated in column No 11 for the existing school and columns 12 to 15 for the proposed schools. So by carefully examining the entries in these columns, the Survey Officers had to enumerate and prepare tallies for all the existing schools and present the result in the form of a Frequency Table in proforma No. 5. The District Table IIIAB gives the number of habitations and population served by independent schools according to the population slabs. From the district tables, the State Table IIIAB has been prepared and a consolidated picture of these will be seen in Table No. 71 for the habitations served by independent schools and Table No. 72 for the total population, according to the population slabs, served by them.

2. *Changes in Earlier Delimitations.*—As a result of this planning already explained, some of the habitations which had educational facility at a longer distance either got it in the habitation itself or at a much shorter distance and therefore the picture after planning is not necessarily the summation of the proposals and the existing situation, as a few habitations figure in both the entries for this reason.

Some of the Schools that were independent because there was no habitation within one mile that could be tagged on also could become group schools because habitations at a comparatively longer distance had also in the long run to be tagged on as, after proposing new schools it was noticed that it could not be tagged on to any other adjoining habitation within the distance limit. Such changes, however, are not many and, by and large in a good many States because of the system followed in making entries under the existing position only after taking into account the subsequent changes that would be required in the after planning position. Thus when to the facts given by the columns pertaining to existing position the proposals are added, the picture generally gives immediately the position "after planning".

3. *Independent Schools in States.*—It will be seen that, as a result of planning, of a total of 8,40,033 habitations, 1,50,215 could be served by independent schools existing and proposed taken together. This would be only 17.88% of the total number of habitations. The total population served by them would be 11,55,48,709 (according to 1951 Census figures) which is 41.32% of the total population of 27,95,50,946. A glance at table No. 71 will show that the highest number of habitations served by independent schools is from Bombay, there being 32,515. Next in order comes Uttar Pradesh with 22,572. It would be recalled that in the position regarding existing independent schools, Uttar Pradesh ranked much lower, but as a result of the proposals made to cater for the bigger habitations left without educational facility, the total number of habitations to be served by independent schools has substantially increased. Andhra Pradesh with 16,994 comes third and then follow Madhya Pradesh with 12,061, Mysore with 11,733 and Bihar with 10,185. Assam has only 8,712, Orissa 7,903, Madras 7,057, Punjab 6,751, Kerala 6,472 and Rajasthan 5,631 habitations served by independent schools. Amongst the States the smallest number of habitations served by independent schools is in Jammu & Kashmir. The Union Territories of course rank last. Manipur has 410, Delhi 175, Tripura 165 and Himachal Pradesh 123, thus all making a total of 1,50,215 and forming 17.88% of the total number of habitations.

4. *Compared with Habitations in the States.*—Here again, what is significant is not merely the total number of habitations that would be served by independent schools but also to see what percentage of the habitations in each of the States is served by independent schools. Considered from this aspect, Bombay, which accounts for 21.65% of the total number of habitations served by independent schools in India, has 42.7% of its habitations served by independent schools. This is not, however, the highest percentage; Kerala has 60.71% and Delhi 60.55%, thus Bombay getting only the third rank. The average for the country as a whole, as already stated, is only 17.88%. The States having proportionately lesser number of habitations served by independent schools than this all-India average are Bihar (9.27%), Jammu and Kashmir (6.93%), Madhya Pradesh (14.6%), Madras (13.60%), Orissa (15.36%), Rajasthan (12.02%), Uttar Pradesh (9.58%), Himachal Pradesh (0.96%) and Tripura (3.18%). Others have comparatively larger number of habitations served by independent schools. In Manipur, the percentage is 21.33, in Punjab 24.22, in Mysore 29.09, in Andhra Pradesh 33.50 and Assam 34.11.

Bombay, Kerala and Delhi, as already stated, have far higher percentages.

5. *Slabwise Distribution.*—Of the 1,50,215 habitations that would be served by independent schools after planning, more than one-third or, to be more accurate, 35·56% belong to the Slab 500-999. The number decreases on both sides of this slab. Towards the higher slab, it first falls down to 16·24% and then to 5·13% and the highest slab accounts for only 0·27% of the total number of habitations to be served by independent schools. As regards the lower slabs, on the other hand, the population slab 400-499 accounts for only 13·16% and the number rises again in the next lower slab from 19,762 to 25,571, thus accounting for 17·03% of the total number of habitations served by independent schools. The number then falls again suddenly to 7·98% and then to 3·93% and finally in the last slab, there are only 0·7% of the total number of independent schools. The percentage of habitations in slabs below 500 is 42·8%.

It will thus be seen that a very small number of habitations from the lowest slab get independent schools, and this is but natural. The small percentage in the highest slab is however due to a comparatively smaller total number of habitations in that slab. This is immediately seen when the percentages are struck with reference to the total number of habitations in the slab. The percentage in the highest slab which accounts for only 0·27% of the independent schools is really 72·29% of the total number of habitations in this slab, while that in the lowest slab further dwindles down from 0·7% to 0·41%. The percentage of the habitations served by independent schools to the total number of habitations in each of the different slabs shows a continuous fall from 72·29% from the highest slab to 66·65%, then to 58·97% and then to 50·62% in the population slab 500-999. Then it falls to 39·76% and then 34·49% in the next two slabs, *viz.*, 400-499 and 300-399. Then the fall is very rapid, the percentage being only 10·54% in the slab 200-299 and 3·12% in the slab 100-199. The percentage for the slabs below 500 taken as a whole comes to only 9·44. The average for the total, as already stated, is 17·88%.

6. *Distribution in the Population Slab in the States.*—This particular trend is a result of averaging the trends manifested in the different population slabs. The States of Andhra Pradesh, Assam, Bombay, Kerala, Punjab, Rajasthan, Uttar Pradesh, Manipur and Tripura in general would agree with the All-India trend all having the highest percentage in this respect in the highest slab, 5,000 and above. Of these, however, the States of Assam and Bombay slightly differ in as much as they get another "Mode" value in the population slab 1,000-1,999 and the second rise is comparatively higher than the first. In the States of Madras, Mysore and Delhi the 'Mode' is in the second slab, for Jammu & Kashmir in the third slab and Madhya Pradesh in the population slab 500-999. Rajasthan and Uttar Pradesh get a slightly higher value in this slab again. Curiously enough in Jammu & Kashmir and Madhya Pradesh another higher value is noticeable in the population slab 200-299 and a pretty high percentage is noticeable there, *e.g.* in Jammu & Kashmir it is 56·02% while in Madhya Pradesh it is 82·13%. On the whole, there is a general trend of fall in the percentage as one proceeds from the higher to the lower slabs, the percentage in the lowest slab being less than

No.72. —Rural Population (1951 figures) that would be served at the Primary School Stage by Independent Schools (as per Planning).

States	POPULATION SLABS									Total below 500	Grand Total	Percentage to Total
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100			
Andhra Pradesh	5,03,424	37,56,725	51,17,359	45,23,593	8,55,986	6,88,075	2,61,516	53,749	2,202	18,61,530	1,57,62,631	13.64
Assam	48,070	4,40,949	12,14,432	17,30,270	4,34,767	3,93,281	3,03,189	2,08,403	25,570	13,65,215	47,98,936	4.15
Bihar	2,01,412	15,28,662	29,34,897	32,08,294	4,70,628	3,09,019	1,47,835	39,223	4,299	9,71,004	88,44,269	7.65
Bombay	3,50,138	38,51,924	64,34,627	75,21,714	18,53,972	18,25,069	10,32,439	2,52,968	14,619	49,80,067	2,31,38,470	20.02
J. & K.	15,482	55,700	1,26,828	2,10,210	37,275	40,038	19,667	5,823	539	1,03,342	5,11,562	0.44
Kerala	5,53,649	38,94,838	42,87,533	11,03,945	77,846	47,822	13,510	1,955	30	1,41,163	1,00,71,128	8.72
Madhya Pradesh	47,092	5,22,182	14,15,843	31,14,714	9,40,242	8,47,955	2,82,710	71,111	3,733	21,45,751	72,46,482	6.27
Madras	2,09,741	14,22,956	22,64,288	20,84,008	3,20,008	2,45,060	78,119	18,863	941	6,62,991	66,43,984	5.75
Mysore	1,14,083	14,85,356	22,63,274	25,98,230	6,69,328	6,23,308	3,77,506	1,25,926	9,606	18,05,674	82,66,637	7.16
Orissa	34,482	2,93,031	10,62,135	19,92,261	5,55,227	4,72,428	2,35,711	69,370	4,326	13,37,562	47,19,471	4.08
Punjab	2,00,084	18,41,884	24,65,955	19,16,999	3,01,859	1,88,520	74,958	16,479	1,749	5,83,565	70,08,487	6.07
Rajasthan	38,832	4,64,346	8,84,306	14,73,919	4,34,975	4,74,256	64,186	7,109	1,032	9,81,558	38,42,961	3.33
Uttar Pradesh	1,97,915	16,29,596	23,59,056	52,32,761	18,56,221	26,49,136	90,873	27,738	2,354	46,26,322	1,40,44,750	12.15
Delhi	..	36,719	61,559	46,596	8,211	7,150	2,680	..	93	18,134	1,63,008	0.14
Himachal Pr.	..	..	3,399	15,730	7,356	10,299	8,652	1,511	139	27,957	47,086	0.04
Manipur	21,137	71,233	86,319	81,618	19,311	21,326	9,727	7,266	471	58,101	3,18,408	0.28
Tripura	5,302	25,306	24,631	39,655	11,517	5,997	6,846	1,185	..	25,545	1,20,439	0.11
TOTAL	25,41,743	2,13,20,507	3,30,06,441	3,60,84,537	88,54,729	88,48,739	30,10,126	9,08,684	73,203	2,16,95,481	11,55,48,709	100.00
% to TOTAL	2.20	18.45	28.57	32.00	7.66	7.66	2.60	0.70	0.07	18.78	100.00	..
% to TABLE II	71.83	67.10	59.39	50.94	49.07	34.73	10.88	3.36	0.53	18.69	41.32	..

No. 76.—Percentage of Habitations to be served by the Existing and Proposed Independent Schools to the total number of Habitations in each slab (After Planning Position)

States	POPULATION SLABS									Total below 500	Grand Total
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100		
Andhra Pradesh	88.42	75.41	70.24	66.05	55.53	44.47	17.06	3.87	0.31	15.89	33.50
Assam	72.73	69.96	78.92	69.13	59.61	48.86	33.98	23.27	5.42	24.99	34.13
Bihar	53.57	47.39	41.77	30.89	15.13	8.61	3.68	0.98	0.25	0.32	9.27
Bombay	73.33	75.50	77.07	74.32	70.77	64.91	38.47	11.06	1.47	28.92	42.70
J. & K.	33.33	30.43	32.09	27.35	14.87	12.96	50.02	1.54	0.22	3.50	6.92
Kerala	97.62	92.08	84.67	57.31	29.24	22.35	9.98	2.59	0.41	14.09	60.71
Madhya Pradesh	46.67	46.12	50.58	50.98	40.19	28.70	82.13	2.17	0.23	8.73	14.68
Madras	40.51	46.97	42.84	31.04	18.44	13.09	4.22	1.20	0.13	5.05	13.60
Mysore	76.00	76.73	71.86	61.76	53.26	45.58	27.89	10.23	1.16	18.39	29.09
Orissa	62.50	61.75	61.04	49.36	36.15	26.90	12.23	3.70	0.42	9.22	15.36
Punjab	80.95	76.28	70.00	54.51	35.20	22.19	8.51	2.14	0.34	8.32	24.22
Rajasthan	75.00	40.71	39.81	43.70	39.15	35.56	4.06	0.43	0.09	6.65	12.02
Uttar Pradesh	75.00	50.04	33.40	43.04	38.91	43.52	1.19	0.28	0.04	5.79	9.58
Delhi	..	73.68	73.33	78.82	75.00	66.67	40.74	..	4.00	40.00	60.55
Himachal Pradesh	..	..	33.30	25.51	17.00	13.51	5.38	0.44	0.02	0.75	0.96
Manipur	75.00	68.42	56.76	57.59	53.00	49.23	22.47	10.68	0.83	12.89	21.28
Tripura	100.00	62.50	22.50	23.29	21.31	10.40	8.44	0.74	..	1.61	3.18
TOTAL	72.29	66.65	58.97	50.63	39.76	34.49	10.54	3.12	0.41	9.44	17.88

No. 77.—Percentage of Population to be served by Existing and Proposed Independent Schools to the total Population in different slabs
(After Planning Position)

States	POPULATION SLABS									Total below 500	Grand Total
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100		
Andhra Pradesh	88.93	75.79	70.46	66.49	55.75	44.74	17.94	4.30	0.38	2.93	60.76
Assam	62.22	70.53	78.75	69.65	59.95	49.04	34.20	24.89	0.64	37.38	57.26
Bihar	54.62	47.69	41.84	51.85	15.22	8.70	3.79	1.05	0.27	6.11	24.20
Bombay	74.06	75.32	77.00	74.57	71.00	64.92	39.72	12.02	1.96	45.60	66.20
J. & K.	41.21	30.74	32.50	27.79	14.87	13.10	56.96	1.66	0.27	7.12	18.16
Kerala	97.91	92.08	85.48	59.38	29.30	22.56	10.19	2.90	0.13	20.14	80.42
Madhya Pradesh	52.46	45.70	50.41	51.09	40.24	28.58	8.56	2.36	0.30	16.75	31.58
Madras	38.81	46.57	43.24	31.81	18.41	13.18	4.35	1.31	0.17	8.97	29.17
Mysore	68.55	77.88	72.07	62.22	53.45	45.82	28.48	11.01	1.73	32.04	55.02
Orissa	56.37	61.23	61.54	49.82	36.23	27.04	12.49	3.98	0.59	17.31	33.73
Punjab	80.58	76.60	70.31	55.73	35.51	22.46	9.01	2.37	0.47	16.26	53.13
Rajasthan	78.01	40.67	39.79	43.65	39.18	35.69	4.37	0.48	0.12	15.72	29.49
Uttar Pradesh	76.36	51.90	33.69	42.50	39.90	44.13	1.22	0.32	0.04	14.49	25.70
Delhi	..	74.75	72.39	78.02	75.43	67.26	4.16	..	5.86	55.97	72.04
Himachal Pradesh	..	..	32.82	25.10	16.79	13.70	5.55	0.44	0.03	2.71	4.26
Manipur	74.72	69.40	57.50	58.20	53.30	48.50	23.05	11.46	1.17	2.57	4.92
Tripura	100.00	60.07	24.17	23.22	21.39	10.15	8.95	9.19	..	5.32	15.05
TOTAL	71.83	67.10	59.39	50.94	40.07	34.73	10.88	3.36	0.53	18.69	41.32

one percent, excepting in Mysore (1·16%), Bombay (1·47%), Assam (5·42%) and Delhi (4·01%). As regards the percentage of habitations having independent schools to the total number of habitations in all the slabs below 500 taken together, the highest percentage of 40% is noticeable in Delhi and then comes Bombay with about 28·9% and Assam with 24·99%. Mysore has 18·39%, Andhra Pradesh 15·89% and Kerala 14·09%. It is below one per cent in Bihar and Himachal Pradesh.

7. *Population Served*.—These percentages have of course their counterpart in the percentage of population served by independent schools to the total population in those slabs. In the highest slab, the percentage is 71·83 and then it gradually falls, reaching 34·73% in the population slab 300-399. Then it falls rapidly first to 10·88% and then to 3·36%, finally reaching 0·53% in the slab below 100. The average for the country as a whole is only 41·32% and that for all the population slabs below 500 taken together is 18·69%. These naturally show the same trend as for the habitations and the distribution in the States for the population served by independent schools naturally shows the same general trend as habitations do.

Of the total population of 11,55,48,709 to be served by independent schools, 25,41,743 is from the highest slab and 3,69,84,537 is from the population slab 500-999.

8. *State-wise Distribution of Population Served*.—When distribution is considered state-wise, it is noticed that the maximum population served by independent schools is from the State of Bombay (20·02%). Then comes Andhra Pradesh (13·64%), followed closely by Uttar Pradesh (12·15%). However, the percentage of population to be served by independent schools in Uttar Pradesh is not so high compared to other States. Kerala in this respect ranks the highest with 80·42% of its total population to be served by independent schools and Delhi, Bombay, Andhra Pradesh and Assam come next in order with 72·04%, 66·20%, 60·76% and 57·26% of their total rural population to be served by independent schools. The smallest percentage to the total population is noticeable among the other three Union Territories, Himachal Pradesh having only 4·26%, Manipur 4·92%, and Tripura 15·05%. Among the States, the lowest percentage is in Jammu & Kashmir (18·16%) and then comes Bihar with 24·20% and Uttar Pradesh with 25·70%.

9. *Variations in Districts in regard to Habitations Served*.—It would be interesting to compare the figures for the different districts, but limitation of space does not permit the same. Only a few typical cases may be mentioned.

In Andhra Pradesh quite a large number of independent schools is found in the districts of Srikakulam (1,320), Godavari East (1,250), Nellore (1,201) and Kurnool (1,130). The minimum is in the district of Khamam (374).

In Assam, the highest number is in Kamrup, there being 1,519 and the lowest in the district of United Mikir and North Cachar Hills, there being only 327. In Garo Hills, the number is also low while in Lakhimpur and Sibsagar, this is far higher.

In Bihar, quite a large number, about 1,200 each, are in the districts of Darbhanga, Monghyr and Muzaffarpur and the smallest, 152 each, in the districts of Dhanbad and Ranchi.

In Bombay, in the Marathi districts of the former Bombay State, the highest number is in the district of Ratnagiri (1,357), quite a high number being also in Ahmednagar, Sholapur, Poona and Nasik. In the Gujarati Districts of the former Bombay State, the highest (1,419) is noticed in Surat. Next comes Panchamahals with 1,125. In the six Saurashtra districts, the highest 862 in M. Saurashtra is not so high as in the former Bombay State. The same is the case of Vidarbha, where the highest is 812 in Yeotmal. The range is also very small, the last being 369 in Wardha. In the Marathwada districts, the highest number is in Aurangabad, viz. 1,077 and the least in Nanded, viz. 691.

In Kerala, Quilon accounts for 1,524, while Palghat accounts for 440 only out of the total of 6,472.

In Madras, the lowest number is found in Kanyakumari, there being only 74 habitations served by independent schools. The highest is in South Arcot, there being 992 such habitations.

In Mysore, the districts of Belgaum, Bijapur and Dharwar, the three districts of former Bombay State, have the highest, being more than 1,100 in each. The North Kanara district of the former Bombay State has, however, a comparatively smaller number, viz. 420. The lowest number, viz. 33 is found in Coorg. The next higher is the district of Chickmagalur, with 265 habitations to be served by independent schools.

In Orissa, there is a substantially high number of habitations viz. 1,953 in the district of Cuttack, while the range between the highest and lowest is very high, there being only 185 in the district of Mayurbhanj. Keonjhar and Ganjam Agency also have a comparatively small number.

In Punjab, the highest number is 646 in the district of Hissar and the lowest in the district of Kapurathala, there being only 65 habitations to be served by independent schools.

In Rajasthan, the lowest is in the district of Tonk, there being only 76 habitations that would have independent schools, the maximum is in the district of Alwar, there being 387. Thus, the highest in Rajasthan is lower than that in many other States. In Rajasthan most of the districts have 200-300 habitations served by independent schools.

In Uttar Pradesh, the district of Meerut has got 650, Kanpur 407, Muzaffarnagar 315, and the districts of Banda, Bulandshahr, Mathura and Moradabad have 200-300 habitations to be served by independent schools and excepting six other districts, all other districts have less than 100. Pratapgarh has only 4, Raebareli 6, Basti 9, Azamgarh 13, Jaunpur 12, Sitapur 10 and Rampur 11.

In the Union Territories, in Himachal Pradesh, the District of Mahasu has got 67 and Chamba 8. In Manipur, there are 41; Tripura 165 and Delhi 175.

The Districts also vary in regard to the highest number in the different population slabs and the variations for these which are dependent on a good many factors such as distribution of habitations and their population, can be studied from the State Tables.

10. *Population Served in some Districts.*—What is true of habitations is equally true of the population in the different districts served by independent schools. In Andhra Pradesh, the highest population in any individual district is noticed in Godavari East, and next in order come Vishakhapatnam, Srikakulam, Godavari West, and Guntur South. In regard to the population slabs, the highest number of about 6,62,000, is in the slab 2,000-4,999 in Godavari East.

In Assam, the highest figure for population to be served by independent schools is noticed in the district of Kamrup, it being a little more than 9,34,000. The districts of Sibsagar, Cachar and Lakhimpur come next. Among the hill districts, the highest is noticed in Khasi Jaintia Hills. The highest in any individual slab in any district is in Sibsagar in the slab 500-999.

In Bihar, the highest figures for population, about 12,80,000 are noticed in the districts of Muzaffargarh and Darbhanga, the same districts which had quite a large number of habitations. Monghyr has a little less than 12,00,000.

In Jammu & Kashmir, the districts of Baramula and Srinagar have more than 1,29,000 each to be served by independent schools. The lowest population figure of a little over 8,000 is from the district of Kathua.

In Kerala, the district of Quilon which had the highest number of habitations to be served by independent schools again has got the highest population in this respect, being a little less than 22,00,000. The districts of Kozhikode and Trichur come next and then the district of Kottayam. The smallest is in Palghat. The highest population from any single slab in a district is from Quilon, in the population slab 1,000-1,999.

In Mysore, the highest population figure is from the district of Belgaum, and then come the districts of Dharwar and Bijapur. The lowest is in Coorg.

In Orissa, the highest population figure is from the district of Cuttack a little less than 50% of this being from the population slab 500-999, and the lowest being Ganjam Agency.

In the Punjab, in the district of Ferozepur, more than 8.5 lakhs are to be served by independent schools. The smallest population would be from the districts of Kangra and Kapurthala.

In Rajasthan, a little less than 3½ lakhs would be served by the independent schools in the district of Pali, and a little less than 1½ lakhs each would be served in the districts of Ganganagar and Barmer. The lowest population to be served by an independent school is in the district of Tonk (43,213) and Banswara (53,735).

In Uttar Pradesh nearly 11,00,000 would be getting the benefit of an independent school in the district of Meerut, Muzaffarnagar having nearly 5.6 lakhs. Most of the districts, as in the case of habitations, would have this benefit for less than 20,000. In Pratapgarh, it would be only a little over 4,000.

In the Union Territory of Himachal Pradesh, in Mahasu district, about 26,000 would be having an independent school, while in Chamba only about 2,000 will be benefitted, and in Sirmur only about 3,500.

11. *The Increase in Habitations Served.*—It would be interesting to compare the increase caused in the number of habitations to be served by independent schools as a result of planning both in the all-India total and in the different States. It will be recalled that next to Delhi, the percentage was highest in Kerala before planning, there being 43.38% of the total number of habitations that were being served by independent schools as on 31st March 1957. Kerala retains the rank of having the highest percentage after planning, in as much as it would have 60.71% of its habitations served by independent schools, as against Delhi's 60.55%. Bombay which was then having 35.86%, rises by only about 7% to 42.70%.

Uttar Pradesh, where the percentage was only 1.28 after planning it would be nearly 8 times that much, rising to 9.58%. In Rajasthan, it becomes nearly double, rising from 6.6% to 12.02%. The rise is only slight in the Punjab, it being not even 2%, from 22.6% to 24.2%. In Orissa, it is by about 4%, from 11.8% to 15.6%. In Mysore again the rise is only about 4%. In Madras, it is only slight as it rises from 12.5% to 13.6%. In Madhya Pradesh, it rises from 9.8% to 14.7%, becoming nearly 1½ times. In Jammu & Kashmir also, it becomes nearly 1½ times and the same is the case in Bihar. In Assam it is a little less than 1½ times as it rises from 25.7% to 34.1%. In Andhra Pradesh, the increase is not much, as it goes up from 29.1% to 33.5%.

12. *Increase in the Population Served.*—Considered from the point of population served, Delhi which had the highest figure of 64.47% rises by 4% to 72.04%. Kerala which was then next by having 63.14% now rises by nearly 15% to 80.42%. Bombay, which was then third with 60.55% shows only a rise of about 6%, the figure now being 66.20. Andhra Pradesh, formerly having 56.89% now rises to 60.76, and Mysore then having 51.51% now gets 55.02%. Thus it is found that in most of these cases, the increase is only by about 4% over the previous figures. In the case of certain States, where the previous percentage was considerably low, the rise has been comparatively higher raising the figure to nearly 1½ times the former, e.g., in Bihar it goes up from about 18% to 24%, in Jammu & Kashmir from about 13% to 18%, in Madhya Pradesh from about 23% to 31.6%, in Orissa from about 27% to 34%, in Rajasthan from about 20% to 30% and in Uttar Pradesh from 6.7% to 25.70%, nearly four times the former figure.

13. *The Resulting Position.*—Thus it is that, as a result of planning, instead of 1,04,727 habitations with a population of 9,12,12,677 being served by independent schools as on the 31st March, 1957, after the schools are actually located as suggested in the Survey, 1,50,215 habitations with a population of 11,55,48,709 would be served by independent schools; the percentage for habitations will rise from 12.47% to 17.88 and that of population from 32.63% to 41.32%. The rise in population is not of the same magnitude as that in the number of habitations; the former shows an increase of 43% while the latter of only 27%. This is but natural as the new independent schools as could be proposed mostly in habitations with population between 300 to about 1,000 only as in a good many cases bigger habitations have already schools in them. This is also noticeable from the

fact that the maximum frequency for habitations with independent schools which was formerly in the population slab '500-999' and above having only 38,675 habitations, though it continues in the same slab, their number now rises to 53,417, while the rise in the previous higher slab is only from 21,746 to 24,406 and that in the next lower slab, viz. 400-499 is from about 11,000 to 19,800. In the still lower slab, viz., 300-399, it rises from 10,826 to 25,571, it becomes nearly 2½ times. In the slab 200-299, the rise is comparatively far less, as it rises from 8,830 to 11,995. In the lowest slab of below 100, the number of habitations rises from 988 to 1,049, excepting the slight rise, in the lowest two slabs, the situation is as would be expected, in accordance with the targets and principles fixed.

14. *Smaller Habitations with Independent Schools.*—Ordinarily, there should have been no rise whatsoever in the habitations to be served by independent schools in the last three slabs, and never in the lowest two, as independent schools could be proposed only if the total population to be served was roundabout 300 at least and hence whatever be the reasons for independent schools already existing in some habitations before planning, there ought to have been no increase whatsoever in their number as a result of planning. On the other hand, one would expect reduction in them as a result of the proposals.

In some cases, the apparent discrepancy is reconciled by the fact that the population of some of the habitations enumerated in these slabs has, in recent years, due to various factors, gone substantially above the limit of 300, and hence the district and State Special Officers justified their proposals. There have been of course a few cases wherein the Survey Officers used their discretion and suggested independent schools in absolutely lone habitations having population below 300, even though the present population particularly in the lower two slabs is not expected to be near 300. In some of the cases, they felt that giving a school was necessary in view of the special conditions there. These few cases of course need detailed study by the authorities before usually opening independent schools there, as there are in the same states and same districts good many other habitations with slightly higher population than in these, though they remain without school even after planning and therefore to have schools in these would amount to discrimination, unless there be some special justification coming forth in this regard. However, their number is very small. It was not possible to examine thoroughly each one of these cases by obtaining detailed justification. Some of these cases were, however, brought to the notice of the officers concerned at the time of the earlier scrutiny of the district reports.

15. *Group Schools.*—Besides these habitations that would be served in accordance with the scheme proposed by independent schools, there were several habitations served by group schools which served not only the habitation in which they were located, but also the adjoining habitations. To their number also, as a result of planning, a substantial number is added. Formerly, such schools served only 4,92,899 habitations; as a result of planning, this number rises to 6,48,860. The next chapter is devoted to the habitations and population to be served by group schools as a result of planning.

CHAPTER 29

Group Schools After Planning

1. *Sources of Information.*—As seen in the previous chapter, 1,50,215 habitations have independent schools, that is, schools in them serve no other habitation except the one in which they are situated. But besides, there are other habitations where the existing or proposed school besides serving the habitation itself, is expected to be useful to the neighbouring habitations.

Information regarding these can at sight be obtained from the maps as all such habitations have either the green or the red arrows pointing towards them, indicating whether it is an existing school or a proposed one. The maps also enable one to see the scatter of group schools *vis-a-vis* the independent and the peripatetic-teacher schools, but it cannot give a correct idea of the number of habitations served by group schools as also their total population or their slab-wise distribution.

The Slab Register does give information regarding the educational facility after planning regarding the population of habitations with schools in them and of those having them at same distance, but there it does not indicate whether it is an independent or group school. Column 11 which gives the population of habitations with schools in them, includes independent schools as also the habitations having a group or peripatetic teacher school in them. Similarly, column 12, though it gives the population of habitations served by neighbouring habitations, it includes both those served by the group schools as well as the peripatetic teacher schools, and hence it is that for tabulating information regarding the group schools, it is the School Area Registers that were found useful. From these, guided by the note in column 11 indicating the type of the existing school and from the entry in column 14 regarding the type of the proposed school, the final picture regarding all habitations served by group schools would be obtained by taking a consolidated view.

From these, as already stated, tallies were first prepared which gave the necessary data for the preparation of Table IVAB for habitations and population served by group schools. This table, however, does not indicate which of the habitation in each of the slab are served by group schools in it and which by group schools in the neighbouring habitation. For such information, one has, of necessity, to turn to the details in the School Area Register or compare these results with those in Table IVCD giving the distance-wise distribution of habitations served by group schools. There, those served at no distance give the details regarding habitations having group schools in them.

2. *Slab-wise Distribution of Group Schools.*—From Table IVAB, (No. 73), it is noticed that 6,48,860 habitations out of a total of 8,40,033 habitations are served by group schools, of these a large majority are, as would be expected, in the smaller population slabs, 5,75,831, i.e. 88·75%, lie in the population slabs below 500 and only 11·25% in the population slabs above 500. Again, the slab 500-999

accounts for 52,047, i.e. nearly 8%. The next higher slab contains 6,976, forming 2.62%. The slab with a population 2,000-4,999 has only 3,855, i.e. 0.59% of the total habitations served by group schools, while the highest slab has got only 151, forming a very small percentage of 0.02.

It is not that bigger habitations would have only independent schools in them. They can as well have a group school located in them, provided in the adjoining area there are habitations which do not merit location of a school in them on the strength of their own population and lie within the child's walking distance. The present result therefore, appears to be due to bigger habitations in a good many cases, not having in their vicinity, smaller habitations without school within the children's walking distance.

Though the number of habitations in the population slab 500-999 is 52,047, in the next lower slab with population 400-499, somehow the number falls considerably to about 29,835, forming only 4.6% of the total. This is also due to the fact that the total number of habitations in this slab is proportionately much smaller than in the next lower slabs. The percentage slowly goes on rising to about 7.44% in the slab 300-399, 15.22% in the slab 200-299, 26.63% in the slab 100-199 and in the lowest population slab below 100, there are in all 2,26,169 habitations served by group schools, thus accounting for 34.86%, i.e., a little more than 1/3 of the total number of habitations.

3. *State-wise Distribution.*—Of these 6,48,860 habitations served by group schools, 2,08,716, i.e., nearly 1/3, or to be accurate, 32.16% are from Uttar Pradesh. A pretty large number is from the State of Bihar, there being 98,787 forming 15.22% of the total. Next in order come Madhya Pradesh with 61,983, Madras with its 43,572 habitations served by group schools, thus forming 6.71% of the total. Andhra Pradesh accounts for 4.46%, there being 28,932 and Bombay for 7.3%, there being 37,210. Orissa for 5.96% with its 38,656 habitations served by group schools and Rajasthan for 5.97% with its 38,713. As expected, in the Union Territories, the total number is comparatively small and so it is in Kerala and Jammu & Kashmir. The number in Kerala, as a matter of fact, is less than that from Himachal Pradesh and Tripura. This is, as already pointed out, due to a fairly large number of existing independent schools.

Though Uttar Pradesh accounts for the maximum number of habitations that would be served by group schools, these do not bear as high a ratio to the total number of habitations as those in Bihar, where 89.94% of its habitations are served by group schools. Uttar Pradesh stands second with its 88.61% of the habitations to be served by group schools. Next in order are the states of Tripura (84.27%), Madras (83.98%), Rajasthan (82.67%), Jammu & Kashmir (82.59%), Orissa (75.14%), Punjab (73.15%) and Madhya Pradesh (75.43%). The lowest among the States is in Kerala, it being 37.53% and next to it comes Bombay, having 48.86%.

4. *Proportion of Habitations with Group Schools.*—These deviations are due to a variety of factors, one of them being the population slab from which most of the habitations are served by group

No. 73—Rural Habitations to be served at the Primary School Stage by the Existing and Group Schools (After Planning Position)

States	POPULATION SLABS										Percentage to		
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100	Total below 500	Grand Total	Total	Table II
Andhra Pradesh	11	446	1,587	3,307	1,544	2,500	4,663	7,301	7,573	23,581	28,932	4.46	57.04
Assam	3	70	245	1,099	649	1,176	2,331	4,181	4,802	13,139	14,556	2.24	56.99
Bihar	26	623	3,070	10,125	5,899	9,440	15,434	25,577	28,593	84,943	98,787	15.22	89.94
Bombay	19	449	1,432	3,731	1,644	2,743	5,935	10,971	10,286	31,579	37,210	5.73	48.86
J. & K.	4	48	201	809	475	766	1,287	2,217	3,144	7,889	8,951	1.38	82.59
Kerala	2	120	547	1,185	425	478	471	410	363	2,147	4,001	0.62	37.53
Madhya Pradesh	8	222	1,097	4,435	3,137	6,021	11,582	17,822	17,689	56,251	61,983	9.56	75.43
Madras	47	595	2,236	6,528	3,198	4,727	7,032	9,624	9,585	34,166	43,572	6.71	83.98
Mysore	6	161	662	2,322	1,309	2,141	3,806	6,681	9,554	23,491	26,642	4.11	66.05
Orissa	3	70	517	2,994	2,197	3,672	6,585	10,615	12,003	35,072	38,656	5.96	75.14
Punjab	8	204	763	2,213	1,235	1,892	3,039	4,527	6,510	17,203	20,391	3.14	73.15
Rajasthan	2	249	998	2,761	1,512	2,471	5,493	9,717	15,510	34,703	38,713	5.97	82.67
Uttar Pradesh	11	575	3,519	10,172	6,387	9,832	30,097	59,536	88,587	1,94,439	2,08,716	32.16	88.61
Delhi . . . . .	..	5	16	18	6	10	16	19	24	75	114	0.02	39.45
Himachal Pr. . . . .	..	..	6	73	83	191	611	2,472	8,913	12,270	12,349	1.90	96.69
Manipur	1	12	43	84	39	66	102	246	316	769	914	0.15	47.43
Tripura . . . . .	..	6	62	191	96	155	390	856	2,717	4,114	4,373	0.67	84.27
TOTAL	151	3,855	16,976	52,047	29,835	48,281	98,774	1,72,772	2,26,169	5,75,831	6,48,860	100.00	77.24
% TO TOTAL	00.02	0.59	2.62	8.02	4.60	7.44	15.22	26.63	34.86	88.75	100.00		
% TO TABLE II	27.31	33.34	41.02	49.34	60.03	65.12	86.80	91.25	89.02	84.55	77.24		

No. 74—Rural Population (1951 figures) that would be served at the Primary School stage by Group Schools (as per planning)

States	POPULATION SLABS									Total below 500	Grand Total	Percentage
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100			
Andhra Pradesh	62,670	11,99,832	21,45,204	22,79,000	6,79,123	8,44,707	11,03,783	10,22,500	4,21,567	40,71,680	97,58,386	6.09
Assam	29,736	1,83,831	3,25,539	7,42,667	2,87,354	4,03,525	5,70,902	6,00,216	2,78,481	21,40,478	34,22,251	2.13
Bihar	1,67,369	16,73,311	40,77,968	68,58,317	26,18,954	32,42,317	37,43,980	36,61,016	15,81,951	1,48,48,218	2,76,25,183	17.23
Bombay	1,17,085	12,61,959	19,21,718	25,65,001	7,23,400	9,35,735	14,10,965	15,35,666	6,06,957	52,12,723	1,10,78,486	6.91
J. & K.	22,090	1,25,507	2,63,426	5,45,222	2,10,716	2,61,195	3,10,868	3,16,689	1,63,973	12,63,441	22,19,686	1.38
Kerala	11,843	3,35,000	7,28,041	8,16,646	1,87,363	1,162,547	1,15,317	59,083	18,039	5,43,249	24,34,779	1.52
Madhya Pradesh	43,497	6,20,510	13,92,733	29,81,352	13,95,879	20,66,431	28,21,940	25,93,635	9,90,290	98,68,175	1,49,06,267	9.30
Madras	3,30,680	16,32,427	29,72,167	44,67,647	14,18,401	16,13,309	16,96,628	13,76,257	5,29,210	66,33,895	1,60,36,736	10.00
Mysore	52,328	4,21,985	8,75,816	15,76,541	5,81,943	7,34,909	9,28,055	9,59,122	4,89,586	36,93,615	66,20,285	4.13
Orissa	26,693	1,85,520	6,63,897	20,06,727	9,77,364	12,66,230	16,09,154	15,41,825	6,45,558	60,40,131	89,22,968	5.57
Punjab	48,215	5,62,640	10,41,441	15,22,749	5,48,318	6,50,592	7,41,047	6,48,947	3,45,440	29,34,344	61,09,389	3.81
Rajasthan	10,945	6,77,301	13,33,081	19,01,705	5,72,886	8,51,034	13,33,562	13,71,332	7,79,466	50,08,280	89,36,312	5.57
Uttar Pradesh	60,998	15,10,575	46,43,552	70,79,328	27,95,391	33,49,989	73,15,112	84,80,277	50,10,024	2,69,51,293	4,02,45,746	25.10
Delhi	..	12,401	23,482	13,127	2,675	3,480	3,760	2,858	1,495	14,268	63,278	0.04
Himachal Pradesh	..	..	6,958	46,946	36,443	64,542	1,46,321	3,38,997	4,04,225	9,90,528	10,44,443	0.65
Manipur	7,150	31,411	63,805	58,613	16,923	22,641	24,351	34,411	17,937	1,16,263	2,77,242	0.17
Tripura	..	16,824	77,285	1,31,156	42,323	53,058	69,784	1,17,899	1,34,485	4,17,549	6,42,814	30.40
TOTAL	9,91,299	1,04,51,934	2,25,61,113	3,55,92,744	1,31,95,956	1,65,26,241	2,39,45,520	2,46,61,630	1,24,18,684	9,07,48,040	16,03,44,230	100.0
% to TOTAL	0.62	6.52	14.07	22.20	8.23	10.31	14.93	15.38	7.74	56.59	100.0	
% TO TABLE II	28.01	32.89	40.59	49.03	59.72	64.87	86.93	94.14	90.25	76.19	57.35	

No. 78—Percentage of Habitations to be served by Existing and Proposed Group Schools to the total number of Habitations in the different slabs (After Planning Position)

States	POPULATION SLABS									Total below 500	Grand Total
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100		
Andhra Pradesh	11.58	24.59	29.76	33.93	44.44	55.20	76.56	82.68	70.47	69.90	57.04
Assam	27.27	30.04	20.90	30.45	39.96	50.45	64.61	72.16	67.07	64.04	56.99
Bihar	46.43	52.53	58.21	60.05	84.82	91.38	96.16	98.34	97.55	95.81	89.94
Bombay	25.33	24.50	22.93	25.68	27.95	33.36	55.36	73.98	74.45	59.06	48.86
J. & K.	66.67	60.57	67.91	72.56	81.07	85.59	90.13	90.09	78.54	84.36	82.59
Kerala	2.38	7.92	15.33	42.69	70.60	76.85	87.06	88.36	74.39	79.02	37.53
Madhya Pradesh	53.33	53.88	49.42	49.02	59.79	70.75	85.93	85.92	78.39	79.74	75.43
Madras	59.49	53.03	57.16	68.96	81.56	86.88	94.52	95.89	91.62	91.60	83.98
Mysore	24.00	23.27	28.10	38.20	46.67	54.27	70.49	84.47	85.86	75.33	66.05
Orissa	37.59	38.25	38.96	50.64	63.85	72.63	85.49	88.21	76.05	79.68	75.14
Punjab	19.05	23.72	29.99	45.49	64.80	77.76	89.46	93.28	93.32	87.93	78.15
Rajasthan	25.00	59.29	60.19	56.28	60.65	64.18	91.08	92.34	91.55	87.11	82.67
Uttar Pradesh	25.00	49.96	66.60	56.05	61.08	56.42	97.95	97.84	96.85	92.18	88.61
Delhi	..	26.32	26.67	21.18	25.00	33.33	59.26	100.00	96.00	60.00	39.45
Himachal Pradesh	..	..	66.67	74.49	83.00	86.04	94.00	98.60	97.02	96.87	96.69
Manipur	25.00	31.58	43.24	42.21	46.99	50.77	57.30	53.59	43.59	48.83	47.43
Tripura	..	37.50	77.50	76.71	78.69	89.60	90.63	90.97	82.66	84.95	84.27
TOTAL	..	33.34	41.02	49.34	60.03	65.12	86.80	91.25	89.02	84.55	77.24

No. 79—Percentage of Population to be served by Group Schools (After Planning Position)

States	POPULATION SLABS									Total below 500	Grand Total
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100		
Andhra Pradesh	11.07	24.21	29.54	33.50	44.23	54.93	75.71	81.86	73.69	64.09	37.62
Assam	37.78	29.47	21.11	29.89	39.62	50.31	64.38	71.70	69.48	58.61	40.83
Bihar	45.38	52.20	58.14	68.08	84.72	91.29	96.05	98.30	97.85	93.49	75.60
Bombay	24.76	24.68	23.00	25.43	27.70	33.29	54.28	72.98	76.33	47.73	31.70
J. & K.	58.79	69.26	67.50	72.08	84.07	85.45	90.04	90.26	82.10	87.00	78.78
Kerala	2.09	7.02	14.52	40.61	70.52	76.68	87.02	88.91	77.51	77.50	19.44
Madhya Pradesh	47.54	54.30	49.59	48.91	59.74	70.53	85.70	86.20	79.91	77.05	64.96
Madras	61.19	53.43	56.76	83.19	81.59	86.78	94.43	95.78	93.84	89.71	70.40
Mysore	31.44	22.12	27.89	37.75	46.47	54.02	70.02	83.89	88.31	65.54	44.06
Orissa	43.63	38.77	38.46	50.18	63.77	72.48	85.26	88.39	79.27	78.18	63.78
Punjab	19.42	23.40	29.69	44.27	64.49	77.51	89.07	93.15	92.93	81.74	46.32
Rajasthan	21.99	59.33	60.21	56.32	60.61	64.05	90.87	92.25	91.73	80.23	68.57
Uttar Pradesh	23.64	48.10	66.31	57.49	60.09	55.81	97.94	97.83	97.41	84.39	73.64
Delhi . . . . .	..	25.25	27.61	21.98	24.57	32.74	58.39	100.00	94.14	44.03	27.96
Himachal Pradesh . . . . .	..	..	67.18	74.90	83.21	85.83	93.80	98.61	97.78	95.97	94.50
Manipur	25.28	30.60	42.50	41.80	46.70	51.50	57.69	54.27	44.40	51.39	42.82
Tripura . . . . .	..	39.93	75.83	76.78	78.61	89.85	90.21	91.40	83.66	86.99	80.34
TOTAL	28.01	32.89	40.60	49.03	59.72	64.87	86.53	91.14	90.25	78.19	57.36

schools. Taking the all-India picture, it is noticed that 77.24% of the habitations could be served by a group school located in them or in adjoining habitations. Considered slab-wise, the highest percentage is noticed in the population slab 100-199, as 91.25% of the habitations in that slab are served by group schools. Next comes the lowest slab with 89.02% of its habitations served by group schools. In the higher slabs, the percentage goes on falling, first to 86.8%, then to 65.12% and in the population slab 400-499 it falls down to nearly 60%. In the next higher slab, it is about 50% and the fall continues, taking it ultimately to 27.31% in the highest slab.

5. *Slab-wise Distribution in States.*—Considered slabwise the pattern obtaining is generally the same except for minor changes such as the shifting of the mode from the population slab 100-199 to the one lower or one higher. In the States of Mysore and Punjab, it shifts to the next lower while in the case of Jammu & Kashmir, Madhya Pradesh, Uttar Pradesh and Manipur it shifts to the next higher *viz.* 200-299. In some cases, a fairly higher or equal percentage is noticeable in two slabs *e.g.* in Punjab in the last two, in Madhya Pradesh and Uttar Pradesh in the slab 200-299 and 100-199. The distribution of these percentages would be seen from Table No. 78. There is generally not very high second 'mode', but a slight rise is noticeable in the States of Bombay in the highest slab, in Jammu & Kashmir in the second slab, and in Madhya Pradesh in the highest two slabs. In regard to the population slabs below 500, the highest percentage is in Himachal Pradesh (96.87). Next come Bihar (95.81%), Uttar Pradesh (92.18%) and Madras (91.60%). The least is in Manipur, it being only 48.83%. Next come Bombay with 59.06%, Delhi with 60%, Assam with 64.04% and Andhra Pradesh with 69.90%.

6. *Population Served by Group Schools.*—Turning to the population, the distribution is naturally fairly of the same type, 57.36% of the total population being served by group schools. In Uttar Pradesh, this percentage is 73.64%, in Bihar 75.60%, Madras 70.40% and in Tripura 80.34%. In the population slab 100-199, 91.14% of the population is served by group schools and in the lowest slab 90.25% is served by group schools. In the higher slab, this percentage goes on falling.

7. *Group School Habitations in some Districts.*—Limitations of space do not permit discussing in detail the distribution of habitations in the districts in the various States. A few salient features may, however, be mentioned here.

In Andhra Pradesh, the maximum number of habitations with group schools are in the district of Chittoor. There are 5,394 habitations served by group schools in this district. Cuddapah district has 2,963, Nellore 1,727, Anantapur 1,969 and Srikakulam 2,521. The minimum number is in the district of Guntur South, there being only 76.

In Assam, the maximum number is in the district of Goalpara (3,612) and the minimum, *viz.* 29 in the district of Mizo. In the Khasi & Jaintia Hills also the number is comparatively small, there being only 566. In the districts of Darrang, Garo Hills and Lakhimpur, there are more than 1,500 each.

In Bihar, the maximum number is in the district of Gaya, there being 10,849. In Ranchi, there are 10,343 and in Santhal Parganas 6,678. The minimum number, *viz.* 2,708 is in the district of Dhanbad which is of course a small district. Next in order comes Monghyr with 4,034.

In Bombay, in the Marathi districts of the former Bombay State, the highest number is in Ratnagiri, there being 3,454 served by group schools. In Thana, their number is 3,240. The smallest number is of course in Greater Bombay *viz.* 18 and next are Dangs with 265 and South Satara with 285. In the Gujarati districts of the former Bombay State, the highest number is in Panchmahals, there being 2,278 and the smallest in Amreli, there being only 48. In Banascantha, there are 212. More than 1,000 are noticed, besides in Panchmahals, in the districts of Baroda, Sabarkantha and Surat. In Saurashtra, the number of habitations served by group schools is very small in practically all the districts, the maximum being 249 in Kutch and the minimum 65 in the district of Zalawad. In Halar it is only 148 and Madhya Saurashtra 93. In the other three they are a little over 200 each. The maximum number of 1,304 is in Chanda, a little less than 1,100 in Bhandara, a little more than a thousand in Nagpur and the minimum number, *viz.* 511 in Wardha which is more than double of the highest in Saurashtra. In the five Marathwada districts, the highest, *viz.* 1,181 habitations served by group schools are in the district of Nanded, while in Parbhani there are only 595. Considered slabwise, in Bombay State, the maximum is in the lowest slab in the former Marathi district regions as also the Saurashtra districts while that in the Gujarati district, it is in the slab 100-199; so is the case in Vidarsha and Marathwada.

In Jammu & Kashmir, the highest number of habitations served by group schools is in Anantnag, there being 1,536. In the districts of Baramula, Doda, Jammu and Udhampur, the number is about 1,000 each. In Ladakh it is 324 and in other three districts it is between 600 and 900.

In Kerala, on the whole the number of habitations served by group schools is comparatively very small, except in the district of Palghat, where the number is 1,826. The smallest number is in Kozhikode, there being only 150. In Trivandrum, there are 286 and Trichur 295. The total number of habitations served by group schools is only 4,001.

In Madhya Pradesh, the highest number is found in the district of Durg (3,255). In Bilaspur it is 2,739 and in Bastar 2,661. In Raipur it is 2,993 and in Raigarh 2,310. The minimum number in Madhya Pradesh is noticed in the district of Datia there being only 44 habitations to be served by group schools. Other districts where the number is comparatively smaller are Gwalior (667) and Indore (668).

In Madras, the highest number is in the district of Salem, there being 6,512 habitations to be served by group schools. In the districts of Tanjore, Tiruchirapalli and Coimbatore the number of habitations served by group schools is more than 5,000 each. In the Nilgiris, however, the number is 670. In no other district the number is less than 2,300.

In Mysore, the highest number is in the district of Bangalore, viz. 3,291. In Kolar also the number is fairly high, there being 3,022 habitations to be served by group schools. The smallest number is in Bijapur (200); next come Dharwar with 296 and Belgaum with 300, all three from the old Bombay State. In Bidar there are 378.

In Punjab, the number is highest in the district of Kangra there being 8,572 habitations served by group schools. Next comes Patiala with 3,091 and Hoshiarpur with 1,900. In Ambala and Gurdaspur the number is a little over 1,500 each and in Gurgaon about 1,200. The smallest number is in the district of Bhatinda viz. 123. In Mohindargarh there are 239 and in Rohtak 278. The number is also small in the districts of Sangrur and Hissar.

In Rajasthan, the highest number of habitations served by group schools is in the district of Jaipur, there being 4,460 and next comes the district of Udaipur with 4,073. Bharatpur has got 2,888 and Alwar 2,118. The smallest number is in the district of Bikaner, there being only 308. The highest number in Rajasthan is in the lowest population slab, there being 4,243.

In Uttar Pradesh, a large number of habitations served by group schools are found in the district of Gonda (12,665). Azamgarh has 11,513, Allahabad 10,145 and Basti 12,563. The smallest is in Hamirpur with only 439. Including Hamirpur there are in all four districts, the others being Jalaun (707), Muzaffarnagar (714) and Meerut (964) having less than 1,000 habitations.

In the districts of the Union Territories, in Tripura there are 4,373, in Mandi district of Himachal Pradesh 4,019, in Mahasu district 3,719 and Chamba 2,244. In Manipur there are only 914 habitations and in Bilaspur 919.

8. *Population Served by Group Schools in some Districts.*—As regards the population served by group schools, out of 97.6 lakhs so served in Andhra Pradesh, 7.2 lakhs from Karimnagar and nearly four lakhs from the district of Medak. The largest population served by group schools is from the population slab 500-999 and 1,000-1,999 there being 22.6 lakhs and 21.5 lakhs respectively in these slabs. The lowest slab contributes for only 4.2 lakhs and all the slabs below 500 form a total of 40.7 lakhs.

In Assam, the highest number is in the district of Goalpara serving 7.3 lakhs by group schools and the minimum is a little more than 5,000 in the district of Mizo. Of the total 34.2 lakhs, the total for the plains is 30.97 lakhs and for the hill areas 3.25 lakhs. The highest population is from the population slab 500-999, there being 7.4 lakhs.

In Bihar, out of 275.8 lakhs, 26.4 lakhs are from Gaya, 23 lakhs from Darbhanga. The highest number is in the population slab 500-999, there being 68.4 lakhs. Another slab where the number is quite high is 1,000-1,999, there being 40.7 lakhs, and for all the slabs below 500 the total is 148.25 lakhs.

In Bombay, the district of Kolaba has got 5.15 lakhs, Ratnagiri 8.85 lakhs and Thana 6.03 lakhs. The district of Bhandara has got 4.38 lakhs, and Nanded 3.6 lakhs. Panchmahals has got 3.6 lakhs, Nasik 3.1 lakhs and Ahmedabad 4.1 lakhs. The smallest number is in Zalawad, there being only 7,817. In the Marathi districts of former Bombay State, the maximum population is in the slab 500-999, there being 10.18 lakhs and the second modal value coming in the population slab 100-199 with 7.7 lakhs. In the Gujarati districts of the former Bombay State, the same thing repeats with 4.95 lakhs and 3.15 lakhs respectively. In Saurashtra, in the population slab 500-999, there are about 88,000 and in Vidarbha 5.86 lakhs and 4.1 lakhs in the highest slab. In the slab 2,000-4,999, the number is only 2.5 lakhs while in the slab 400-499, it is only 1.6 lakhs. The population is again quite high in the slabs 200-299, there being more than 2.9 lakhs and in 100-199 with more than 2.5 lakhs. In Marathwada, there are 3.7 lakhs in the slab 500-999 and 3.16 lakhs in the next higher one.

In Jammu & Kashmir, Anantnag district has got more than five lakhs while the district of Ladakh has got only a little more than 35,000.

In Kerala, in Palghat 9.3 lakhs would be served by group schools while in the districts of Cannanore and Kottayam it is more than 3 lakhs and in the district of Quilon nearly 4 lakhs.

In Madras, 23.3 lakhs of population would be served by group schools in the district of Salem while in the district of Nilgiris it is only 1.8 lakhs. The 'mode' of 44.7 is in the population slab 500-999.

In Orissa, the district of Cuttack has more than 11 lakhs and the minimum comes in the district of Sundergarh with population 2.7 lakhs.

In the Punjab, in the district of Kangra 8.2 lakhs could be served by group schools while only about 64,000 in the district of Bhatinda. The major portion of the population served by group schools in the State is in the population slab 500-999 there being 15.2 lakhs. Of the total 61 lakhs, 21.3 lakhs are from the population slabs below 500.

In Rajasthan, Jaipur ranks highest with 9.18 lakhs and next comes Udaipur with 8.16 lakhs.

In Uttar Pradesh, in the districts of Deoria, Gorakhpur and Azamgarh, about 20 lakhs each would be served by group schools. About 23 lakhs are served in the district of Basti and about 17 lakhs in the district of Gonda. In Dehra Dun only 1.8 lakhs would be served by group schools. The number would be also quite small in the districts of Hamirpur (2.3 lakhs), Jalaun (2.6 lakhs), Nainital (2.2 lakhs), Tehrigarhwal (3.6 lakhs, and Rampur (3.8 lakhs). Of the 490.8 lakhs population to be served by group schools, nearly 310.7 lakhs would be from the population slabs below 500. More than 52 lakhs are from the population slabs 1,000-1,999, 44.6 lakhs from 400-499, 57 lakhs from 300-399, about 73 lakhs from 200-299 and 84.8 lakhs from 100-199. From the last slab about 50 lakhs would be served.

In the districts of the Union Territories, Tripura has more than 6 lakhs so served. In Mandi, more than 3 lakhs and in Mahasu a little less than 3 lakhs would be served by group schools. In Manipur, the population served by group schools would be 2.7 lakhs. The smallest number is of course from Delhi, there being only 63, 278.

9. Of the habitations served by group schools, some would have the educational facility in the habitation itself and in that matter those habitations will not differ in any way from the independent schools, while in the case of others, they will be served at some distance, and naturally the children will have to walk to the school. It is therefore necessary to find out in case of how many habitations in the different districts and in the different slabs, the group schools will provide home facility and how many habitations and in which slabs they have to take the benefit from the adjoining habitation.

The same would be the case in the case of peripatetic teacher school centres. Some of these will have home facility and others will have to look to the neighbouring habitation for it. The number of tiny, scattered habitations that could not be served by independent or group schools but could be served by peripatetic teacher schools would be first taken, and then the question regarding how many of the habitations served by group and peripatetic teacher schools are served in the home habitation and how many by the neighbouring habitations and at what distance. These will be taken in the next two chapters in succession.

CHAPTER 30

Peripatetic Teacher Schools After Planning

1. *The Peripatetic Teacher Schools.*—As already pointed out, the peripatetic teacher schools were started some years back in the erstwhile Bombay State only and as a result of the reorganization of States, a few such schools also exist in four districts of Mysore and one of Rajasthan. However, the number of these schools in those States is very small. In the present Survey, in the case of habitations that remain without educational facility after the independent and group schools were proposed, all such habitations were to be considered for educational facility by a peripatetic teacher school in case they could be so grouped that even though the population of any individual habitation or a group of habitations within a radius of one mile from a central place did not reach the necessary minimum limit of at least 300 population, if another habitation or a group of habitations could be found at a distance not longer than about five miles so that the total population of these two groups could be about 300, then educational facility with the help of a peripatetic teacher was to be proposed for such habitations, there being no other alternative except this.

2. *Their Distribution in States.*—In the Union Territory of Delhi, no need of a peripatetic teacher school was felt as all habitations could be covered with the help of independent and group schools. In the State of Assam, however, they did not consider it necessary or feasible to consider the possibility of linking all such remote tiny habitations with peripatetic teacher schools and as such even in the “after planning” position in Assam, there is none.

Barring therefore Delhi, where there was no case for a peripatetic teacher school and Assam where none was proposed, in all other States and Union Territories peripatetic teacher schools have been proposed by the State Survey Officers. As against 2,359 habitations served by peripatetic teacher schools, the position after planning raises this number to nearly six times. The total number of habitations to be served, either with home facility or facility in the adjoining habitation, is raised to 13,602. The net rise, therefore, is of 11,243. This is however, not equal to the total number of new centres proposed, but much less as in Bombay, some of the existing centres are proposed to be closed down or given independent or group schools in view of their present total population. In Bombay, instead of the former 2,213 habitations served by peripatetic teacher schools in the ‘after planning’ position the number would rise to 2,864 giving a net rise of 651. In Mysore, the number rises from 133 to 1,201 and in Rajasthan from 13 to 1,437. In Bombay, the scope for new schools was mainly in the newly added districts of Saurashtra, Vidarbha and Marathwada and not so much in the old Bombay State districts. In Mysore peripatetic teacher schools were only in the four districts transferred from the former Bombay State and in Rajasthan in the Sirohi *tehsil* transferred to it from Bombay.

Of the total number of 13,602 habitations to be served by peripatetic teacher schools, 3,987 forming 29.31% of the total are from Madhya Pradesh. Bombay with 2,864 forming 21.06% comes next.

In Orissa, 1,522 habitations are to be served by peripatetic teacher schools while in Rajasthan 1,437 and Mysore 1,201. They, therefore form nearly 81% of the total number of habitations to be served by peripatetic-teacher schools. In Andhra Pradesh 810 and in Uttar Pradesh 569 habitations would be served by peripatetic teacher schools and these would form about 10% of the total. In Tripura and Bihar, the number is still smaller, viz. 371 and 307 respectively, the two together forming about 5% of the total. The least number is in Himachal Pradesh, there being only 26; then come Kerala with 70, Punjab with 82, Jammu & Kashmir with 87, Madras with 106 and Manipur 163.

3. *Their Proportion to Habitations in the States.*—In Madhya Pradesh, not only the total number of habitations to be served by peripatetic teacher schools is quite high, but compared to the total number of habitations in the States or Territories, next to Manipur and Tripura, the percentage is highest in Madhya Pradesh, it being 4.86%, in Manipur it is 8.46% and in Tripura 7.15%. From this point of view, Bombay comes next with 3.76% and then Rajasthan with 3.07%. In Mysore the percentage is 2.98 and in Orissa 2.96.

In Uttar Pradesh, even though the number of habitations to be served by peripatetic teacher schools forms 4.18% of the total number of habitations to be so served in the whole country, they form only 0.24% of the total number of habitations in that State. This indicates the extent to which peripatetic teacher schools are proposed in the different States in comparison to the total number of habitations there.

4. *Their Slabwise Distribution.*—Considering the slabwise distribution of these habitations, even though according to the target and principles laid down, there ought not to be even a single habitation from the population slabs above 300, there are as many as 338 habitations that would be served by peripatetic teacher schools. Of these, 246 are in the population slab 300-399, 84 in the slab 400-499, seven in the slab 500-999 and one in the slab 1,000-1,999. In the case of the two highest slabs, it has been pointed out by the State Special Officers that though the habitations appear in these higher slabs, the actual population has, since, 1951, been sufficiently reduced so much so that they rank in the lowest population slabs. The same is more or less the case in the population slab 300-399. However, in the case of some of the habitations in this slab, the actual population is above 300 and the District and State Officers in spite of definite instructions to the contrary, have retained them as peripatetic teacher schools in some cases, contrary to the instructions, they have converted an existing independent or group school into a peripatetic teacher school so as to bring some remote tiny habitations in the scope of educational facility. This, according to the principles and targets set out, was not correct, and though this was indicated to the State Officers concerned, the habitations have remained in this category in the final Table received and hence have to be so shown in the all-India statistics accordingly. However, while actually starting schools, it would be inadvisable to convert the existing independent schools into peripatetic teacher schools or to have peripatetic teacher schools in habitations with a population more than 300 just for the sake of linking up other tiny habitations.

Table No.—75—Rural Habitations and Population, to be served at the Primary School Stage by Existing and Proposed Peripatetic Teacher Schools

States	Habitations according to Population Slabs							Population according to Populations Slabs						
	300 & above	200 to 299	100 to 199	Below 100	Total	Percentage to		300 & above	200 to 299	100 to 199	Below 100	Total	Percentage to	
						Total	Table I						Total	Table II
Andhra Pradesh	14	255	358	183	860	5.96	1.96	5,324	61,008	2,100	11,771	1,31,009	7.74	0.10
Assam . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Bihar	2	12	84	209	307	2.26	0.28	1,253	2,754	13,006	10,668	25,973	1.53	0.07
Bombay	215	589	1,301	759	2,864	21.06	3.76	33,668	1,30,282	1,30,477	46,585	4,59,352	27.14	1.41
J. & K. . . . .	..	11	17	59	87	00.64	0.80	..	2,561	2,331	2,101	6,839	0.40	0.24
Kerala	4	7	18	41	70	00.51	0.67	1,400	1,673	2,302	2,367	7,832	0.46	0.06
Madhya Pradesh	43	645	1,613	1,686	3,987	29.31	4.86	15,410	1,73,663	2,26,931	91,220	1,86,305	28.93	2.13
Madras	2	21	43	40	106	0.78	0.20	641	1,383	6,332	2,101	13,957	0.82	0.06
Mysore	11	86	357	747	1,201	8.83	2.98	5,379	19,036	50,122	33,266	1,03,453	6.42	0.72
Orissa	22	127	445	928	1,522	11.19	2.96	7,558	30,617	62,529	41,556	1,45,110	8.57	1.04
Punjab	1	19	34	28	82	0.60	0.29	300	4,268	5,103	1,621	11,322	0.67	0.08
Rajasthan	16	252	526	643	1,437	10.56	3.07	6,586	6,346	76,132	33,525	1,76,439	10.42	1.35
Uttar Pradesh	8	79	251	231	569	4.13	0.24	3,164	16,130	36,617	13,487	74,698	4.29	0.13
Delhi . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Himachal Pradesh	..	1	5	20	26	0.20	0.20	..	202	660	954	1,316	0.11	0.16
Manipur . . . . .	..	27	75	61	163	1.20	8.46	..	6,103	10,297	3,499	19,809	1.17	3.06
Tripura . . . . .	..	3	58	310	371	2.72	7.15	..	723	7,650	14,398	22,771	1.35	0.28
TOTAL	338	2,134	5,185	5,945	13,602	100.00	1.62	1,29,513	5,97,683	7,41,050	3,15,009	16,92,685	100.00	00.61

Table No. 87--Rural Habitations to be served by Existing and Proposed P. P Teacher Schools to be located in them (Position After Planning)

States	POPULATION SLABS					Percentage to		
	300 & above	200 to 299	100 to 199	Below 100	Total below 300	Total	Total	Table V AB
Andhra Pradesh	14	249	331	84	664	678	7.66	83.70
Assam . . . . .	..	..	..	..	..	..	..	..
Bihar	2	11	77	82	170	172	1.94	56.03
Bombay	212	564	1,181	333	2,078	2,290	25.88	12.51
J. & K. . . . .	..	11	15	18	44	44	0.50	50.57
Kerala	3	6	16	11	33	36	0.41	51.43
Madhya Pradesh	41	621	1,365	431	2,417	2,458	27.78	61.65
Madras	2	21	31	10	62	64	0.72	60.38
Mysore	10	86	338	306	730	740	8.36	61.62
Orissa	22	124	368	183	675	697	7.88	45.80
Punjab	1	19	33	7	59	60	0.68	73.17
Rajasthan	16	244	452	165	861	877	9.91	61.03
Uttar Pradesh	8	78	232	137	447	455	5.14	79.96
Delhi . . . . .	..	..	..	..	..	..	..	..
Himachal Pradesh . . . . .	..	1	5	6	12	12	0.14	46.15
Manipur . . . . .	..	27	59	19	195	105	1.19	64.42
Tripura . . . . .	..	3	49	108	160	160	1.81	43.13
TOTAL	331	2,065	4,552	1,900	8,517	8,848	100.00	65.01

Table No. 92—Rural Habitations according to the Distance children will have to walk to the P. P. Teacher Schools (Position After Planning)

States	No. of Habitations at a distance of					
	Nil	% to II	$\frac{1}{2}$ Mile	1 Mile	$1\frac{1}{2}$ Miles	2 Miles
Andhra Pradesh	678	1.34	51	76	5	..
Assam . . . . .	..	..	..	..	..	..
Bihar	172	0.16	67	61	7	..
Bombay	2,290	3.01	283	263	28	..
J. & K.	44	0.41	10	33	..	..
Kerala	36	0.34	2	32	..	..
Madhya Pradesh	2,458	2.99	385	719	403	22
Madras	64	0.12	21	20	1	..
Mysore	740	1.83	143	287	24	7
Orissa	697	1.35	278	427	120	..
Punjab	60	0.22	10	11	1	..
Rajasthan	877	1.87	120	336	71	33
Uttar Pradesh	455	0.19	66	42	6	..
Delhi . . . . .	..	..	..	..	..	..
Himachal Pradesh	12	0.10	4	4	6	..
Manipur	105	5.45	14	44	..	..
Tripura	160	3.08	109	91	11	..
TOTAL	8,848	1.05	1,563	2,446	683	62

The peripatetic teacher school is the last resort in such educational planning and hence cannot be attempted to the detriment of some other habitation or group of habitations which would merit an independent or a group school, single-teacher it may be, on the strength of their own population. Of the 338 habitations with population more than 300 as many as 215 are from Bombay State, 43 from Madhya Pradesh, 22 from Orissa, 16 from Rajasthan, 14 from Andhra Pradesh, 11 from Mysore, 8 from Uttar Pradesh, 2 each from Bihar and Madras and one from Punjab. The justification or otherwise for these is as follows.

In the population slab 200-299 out of the total of 13,602, only 2,134 have been proposed. These are less than 1/6th of the total number of habitations proposed to be served by peripatetic teacher schools. Even in this population slab, under the circumstances obtaining at present in regard to the distribution of habitations and further in view of the fact that the population taken into consideration is the 1951 Census population, one would expect a very small number of habitations in this slab.

A peripatetic teacher school has invariably two centres and at each of the centres, to the habitation having the school, other small habitations, if any, are likely to be tagged on and it is not unlikely that in some of the cases, the total present population would be above 300. It would, therefore, be necessary in the case of these habitations to verify, by on-the-spot enquiry, what the actual population is and whether or not they, on the strength of their own population, can have an independent or a group school.

5. *Slabwise Distribution in States.*—Of these 2,134 habitations in the slab 200-299, a pretty large number is from Madhya Pradesh, there being 645. Next comes Bombay with 589, followed by Andhra Pradesh and Rajasthan with 255 and 252 respectively. In Orissa, there are 127 from this slab.

In the next population slab 100-199, out of the total of 5,185 1,613 are from Madhya Pradesh, 1,301 from Bombay, 526 from Rajasthan 445 from Orissa, 358 from Andhra Pradesh, 357 from Mysore and 251 from Uttar Pradesh. In others, the number is very small.

As regards the lowest slab, Madhya Pradesh accounts, for 1,686 out of 5,945. Orissa has 928, Bombay 759, Mysore 747, Rajasthan 643, Uttar Pradesh 231, Bihar 209, Andhra Pradesh 183 and Tripura 310.

6. *Population Served.*—Viewed from the point of view of population, of the total of 16,92,685 population to be provided by peripatetic teacher schools, in view of the large number of habitations served by such schools, Madhya Pradesh accounts for the highest percentage viz. 28.93. Next comes Bombay with 27.14%. Rajasthan contributes for 10.42%, Orissa for 8.57%, Andhra Pradesh for 7.74% and Mysore for 6.42%.

Of the total population, however, the population served by peripatetic teacher schools is very small. This is but natural as practically all the habitations belong mostly to the lower two or three slabs. In Madhya Pradesh, peripatetic teacher schools are proposed to serve

2·13% of the total population there. In Manipur, the percentage is still higher, viz. 3·06. In Rajasthan it would be 1·35% and in Bombay 1·31%. In Orissa, it is 1·04%, and in other States less than 0·2%, i.e. not even two out of every 1,000 would be served by peripatetic-teacher schools. It is lowest in Kerala and Madras where 6 persons out of every 10,000 are proposed to be served by peripatetic teacher schools. In the Punjab, it would be 8, Bihar 7, Andhra Pradesh 10, Uttar Pradesh 13, Himachal Pradesh 16, Tripura 28 and Jammu & Kashmir 24 out of every 10,000. This would show that the peripatetic teacher school comes into play only to serve an almost negligible population and if the few cases in the higher slabs which have been wrongly included by the District and State Officers in the category of peripatetic teacher schools just to provide for a distant very tiny habitation be excluded, then this percentage would dwindle down still further.

7. *Slabwise Distribution of Population Served.*—Of the total of 16,92,685 persons, 1,29,543 are from slabs above 300. A little more than 5 lakhs are from the slab 200-299, 7·4 lakhs from the population slab 100-199 and the remaining 3·2 lakhs from the lowest slab.

8. *More in Some Districts.*—It would certainly be instructive to find out in which districts in the different States the peripatetic teacher schools predominantly figure. They are not in large numbers in all the districts even in States which contribute for a large number of the total. The frequency depends largely on the nature of distribution of very tiny habitations and therefore they are more in rather a few districts in each of the States.

9. *Adjoining Habitations Served.*—As in the case of group schools, the peripatetic teacher schools also provide home facility for most of the children as instruction is given at two centres in the case of each school. Of these 13,602 habitations to be served by peripatetic teacher schools, 8,848 habitations would have the centre located in them, leaving only the remaining 4,754, the children from which have to walk some distance. Of the 8,848, 4,552 are from the population slab 100-199, 2,065 from 200-299 and from the higher slabs. Excepting 6 from the population slab 300-399 all get the peripatetic teacher school centre in the habitation itself. Of the six from the population slab 300-399, children from two have to walk not more than half a mile, two have to walk not more than one mile and two have to walk nearly $1\frac{1}{2}$ miles. The children from the other habitations have of course to walk some distance, varying from less than $\frac{1}{2}$ mile to more than $1\frac{1}{2}$ miles and, as pointed out, the same is the case regarding some of the habitations tagged on to a group school.

The distance which the children in the different population slabs will have to walk to schools after planning is discussed in the next chapter.

Distance to School After Planning

1. *The Distance to Schools.*—As pointed out in the previous chapters, in the case of a group school and peripatetic teacher school, a child is required to walk generally up to a maximum of one mile. In some cases, the distance is negligible while in a few cases the distance exceeds even one mile; in exceptional cases only the distance is slightly more than $1\frac{1}{2}$ miles. As regards the children from habitations tagged on to the existing group schools, as already pointed out, they have to walk some distance to the school.

In the case of habitations in which the group or the centre of a peripatetic teacher school is located, the children have to walk no distance. This, however, is not to be taken to mean that the school is quite close to the door of the child. As pointed out earlier, in some cases a child at one extremity of the habitation may have to walk to the other end of the habitation, if the school happens to be located at the other extremity. On the other hand, children in an adjoining contiguous habitation tagged on to it may have the school at a comparatively shorter distance, and still this latter habitation is not treated as at 'zero distance' but at less than half a mile. This, for statistical purposes, was unavoidable.

As a result of planning, some of the habitations which had no school would have it either in them or in the adjoining habitation. In the case of others where the children had to walk a comparatively longer distance, it would be substantially reduced in view of the new schools started there and in some cases if the school is located in the habitation itself, it would be nil. On the other hand, there have been cases where, for the sake of convenience of all the adjoining habitations and taking an overall view of the conditions obtaining in the locality, an existing school is shifted; as a result of that, the distance is likely to be increased also. The result of all this is reflected in the District and State Tables VII which gives the slabwise distribution of habitation that would have school in them or in the adjoining habitation as also those that would be left without educational facility even after planning.

2. *Schools in the Habitation.*—As regards the habitations served by independent schools which number 1,50,215 the school or schools being located in the habitation itself, the children have not to walk any distance. Similarly, of the 6,48,860 habitations served by group schools, 13,602 habitations served by peripatetic teacher schools, in the case of those habitations having the group school or the peripatetic teacher school centre located in them, the children have to walk no distance. As already pointed out in 1,73,248 habitations served by group schools, the school is located in them. The same is the case regarding 8,848 habitations served by peripatetic teacher schools.

3. *Schools in the Neighbouring Habitations.*—As just pointed out, out of a total of 6,48,860 habitations, 1,73,248 habitations have one or more schools located in them and hence children from the

remaining 4,75,612 habitations have to walk some distance. Of these 2,34,453 have to walk less than half a mile and 2,16,951 have to walk more than half mile, but not more than one mile. The number of habitations from which the children have to walk more than one mile but not more than $1\frac{1}{2}$ miles is only 22,257, while in the case of 1,951 habitations, the distance to be walked is a little more than $1\frac{1}{2}$ miles each way.

4. *Schools beyond one Mile.*—It is true that the distance limit laid down was only one mile but in exceptional cases where the habitation would have otherwise remained without an educational facility, the distance limit had to be relaxed. This was particularly so in sparsely populated areas of certain districts of Rajasthan as also in other States, in districts where the habitations were sparsely populated.

In the hills, though walking even one mile is more arduous than walking one mile in the plains, due to the sparse location of tiny habitations, the Survey Officer had no other alternative except tagging on habitations at a much longer distance in hill areas of Assam, Uttar Pradesh, Punjab, Himachal Pradesh etc. and hence there are cases where the limit of one mile has been exceeded and, in a few cases, has even slightly crossed the border of $1\frac{1}{2}$ miles. Though in the hill areas, walking is much more difficult along the by-paths for a person in the plains, even the children there, by habit, are accustomed to face the situation and due to the sturdy hazardous life they learn to live, right from their childhood, they somehow can, it is reported, walk even this distance. If these habitations were not tagged on at this distance, being very tiny, they would have been left without educational facility.

5. *Percentage of Habitations according to Distance For Children.*—Habitations having a school within half a mile form 36·13% of the total number of group schools while 33·44% have to walk half a mile or more, but not more than one mile. Those that have to walk more than one mile but not more than $1\frac{1}{2}$ miles form 3·4% and the habitations from which the children have to walk more than $1\frac{1}{2}$ miles form only 0·3%. The remaining have, of course, the educational facility at the door in the group schools situated in them.

6. *Statewise Distribution of Habitations with Schools in them.*—Considered statewise, out of a total of 1,73,248 habitations, 36,610 forming nearly 21% of the total number, are in Uttar Pradesh. They, however form only 17·54% of the habitations in Uttar Pradesh. In Bihar, there are 26,904 such habitations and 21,199 in Madhya Pradesh. Next come the States of Bombay (14,495), Orissa (12,770), Madras (12,711), Rajasthan (11,265), and Andhra Pradesh (10,177). The smallest number is in Delhi (45) and next higher is Manipur with 348 and Tripura with 937. In Himachal Pradesh, the number of habitations that would have school in them would be 1,796. In Kerala the number is still smaller, it being 1,430. But this is due to the fact that the total number of habitations in Kerala is very small. Of the total number of habitations served by group schools 35·74% have a school in them. The percentage is higher in Bombay, being 38·95%, Manipur 38·07% and Assam 37·61%. In some

Table No. 80.—Percentage of Habitations to be served by Group Schools located in them to the total number of Habitations in different Slabs (Position After Planning)

States	POPULATION SLABS									Total below 500	Grand Total
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100		
Andhra Pradesh	11.58	24.26	29.39	31.35	31.66	31.55	23.76	10.40	1.83	15.13	20.06
Assam	27.27	28.76	19.45	27.21	29.74	31.40	27.80	24.21	8.00	20.44	21.43
Bihar	42.86	50.25	51.51	53.86	43.82	35.82	25.39	12.95	4.50	17.50	24.49
Bombay	21.33	23.68	22.42	24.63	25.59	27.62	25.27	14.63	2.98	16.96	19.03
J. & K.	66.67	69.59	60.81	47.17	38.76	29.94	22.69	12.64	3.77	13.61	18.74
Kerala	2.38	7.46	11.74	18.16	21.59	16.88	16.64	8.62	5.53	14.43	13.41
Madhya Pradesh	53.33	53.88	49.33	48.73	48.89	48.27	37.39	15.42	2.59	21.97	25.80
Madras	59.49	49.20	49.08	47.25	38.03	29.90	19.65	8.86	2.39	15.33	24.50
Mysore	21.00	22.69	26.91	33.17	36.93	36.10	32.34	18.61	6.00	20.35	22.71
Orissa	37.59	37.70	38.28	45.97	48.07	43.65	35.73	18.22	4.22	21.52	24.82
Punjab	19.95	21.63	26.42	34.70	35.47	31.81	25.67	13.35	5.35	17.09	21.15
Rajasthan	25.00	59.29	59.71	54.63	54.71	51.51	37.64	13.09	2.07	18.43	24.06
Uttar Pradesh	25.00	49.96	66.60	56.05	39.35	29.48	18.54	18.05	2.39	10.59	15.54
Delhi	0.00	26.32	25.00	18.82	16.67	10.00	3.70	5.26	0.00	7.20	15.57
Himachal Pradesh	0.00	0.00	55.56	57.14	55.00	45.59	43.31	25.73	7.17	13.70	14.06
Manipur	25.00	26.32	31.53	26.13	26.51	30.77	29.78	20.48	5.66	15.77	18.06
Tripura	0.00	25.00	57.50	46.18	40.16	42.20	35.31	24.02	9.46	15.94	18.06
TOTAL	26.40	32.23	38.85	42.60	39.27	35.04	26.30	12.70	3.45	15.93	20.62

Table No. 81.—Rural Habitations to be served at the Primary School Stage by the Existing and Proposed Schools located in them
(Passion After Planning)

States	POPULATION SLABS											Percentage to		
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	Total above 500	400 to 499	300 to 399	200 to 299	100 to 199	Below 100	Total below 500	Grand Total	Total	Table IV AB
Andhra Pr. .	11	440	1,567	3,956	5,974	1,100	3,429	5,447	925	222	5,103	19,177	5.87	35.17
Assam .	3	67	228	982	1,280	483	732	1,093	1,413	573	1,194	5,474	3.16	37.61
Bihar .	24	596	2,375	7,897	11,992	3,048	3,701	4,979	3,997	1,329	15,512	26,994	17.53	27.23
Bombay .	16	434	1,400	3,578	5,426	1,595	2,271	2,709	2,179	412	3,807	14,495	8.37	38.95
J. & K. .	4	18	180	526	753	219	268	321	311	151	1,273	2,931	1.17	22.69
Kerala .	2	113	419	594	1,036	130	105	99	40	27	394	1,431	0.82	35.74
Madhya Pr.	8	222	1,065	4,109	5,704	2,565	1,108	5,039	3,118	585	15,495	23,199	12.24	34.20
Madras .	47	552	1,920	4,173	6,992	1,491	1,627	1,462	899	256	5,719	12,711	7.34	29.17
Mysore .	6	157	634	2,016	2,813	1,036	1,124	1,726	1,472	666	6,346	9,159	5.29	34.38
Orissa .	3	69	508	2,718	3,298	1,654	2,207	2,752	2,193	669	9,472	12,779	7.37	33.03
Punjab .	3	186	672	6,688	2,547	676	774	852	638	273	5,397	3,400	3.40	28.92
Rajasthan	2	249	990	2,680	3,921	1,364	1,933	2,379	1,377	579	7,344	11,295	6.50	29.10
Uttar Pradesh	11	575	3,519	19,172	11,277	4,115	3,137	5,993	3,195	2,133	23,713	33,613	21.13	17.54
Delhi .	..	5	15	16	36	4	3	3	3	4	17	17	0.03	39.47
Himachal Pr.	..	..	5	56	61	55	101	272	615	659	1,735	1,736	1.04	14.54
Manipur .	1	10	35	52	98	22	19	53	94	41	257	348	0.20	38.07
Tripura .	..	4	46	115	165	49	73	113	226	311	772	937	0.54	21.43
TOTAL .	146	3,727	16,078	44,938	64,882	19,516	25,983	29,939	21,154	8,776	1,08,359	1,73,248	100.00	26.70
% to TOTAL	0.08	2.15	0.28	25.94	37.45	11.26	15.00	17.28	13.94	5.07	62.55	100.00		
% to TOTAL IVAB	91.45	96.68	94.71	86.34	88.84	65.41	53.82	30.30	13.98	3.83	13.82	26.70		

Table No.—32 Rural Habitation to be served by Existing and Proposed Group School within half a mile (Position After Planning)

States	POPULATION SLABS											Grand Total	Percentage to	
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	Total above 500	400 to 499	300 to 399	200 to 299	100 to 199	Below 100	Total below 500		Total	Table IVAB
Andhra Pr.	6	19	26	230	311	637	1,573	3,048	3,692	9,261	9,491	41.05	32.80	
Assam	3	15	19	127	151	475	1,075	2,033	2,379	6,811	6,938	2.96	47.66	
Bihar	19	66	133	1,336	2,015	2,465	1,201	7,095	11,983	17,474	46,593	20.71	49.21	
Bombay	3	13	31	131	175	412	389	1,332	3,573	4,247	9,375	4.16	26.21	
J. & K.	...	...	13	150	172	151	311	592	1,068	1,535	3,747	1.67	43.78
Kerala	...	7	99	437	527	171	224	219	186	111	641	0.63	36.69	
Madhya Pr.	...	...	2	21	23	208	665	1,533	3,757	5,175	11,242	4.89	18.17
Madras	...	13	238	1,399	1,532	931	1,626	2,749	4,079	4,192	13,532	6.45	34.69	
Mysore	...	1	12	83	101	94	233	931	1,924	2,031	5,470	5.571	21.38	
Orissa	...	1	9	247	257	157	1,035	2,151	4,398	6,556	15,179	6.37	39.27	
Punjab	...	17	73	233	416	331	551	1,022	1,329	2,315	6,250	2.84	32.70	
Rajasthan	...	...	8	74	82	124	302	379	1,779	4,693	7,894	3.39	20.52
Uttar Pradesh	...	...	...	...	...	2,272	1,095	10,171	25,867	43,533	86,768	37.01	41.57
Delhi	...	...	1	1	2	1	5	10	10	38	40	0.02	35.09
Himachal Pr.	...	...	...	7	11	11	41	132	697	2,842	3,696	1.58	29.99
Manipur	...	2	10	19	31	10	16	23	50	114	244	0.10	26.70	
Tripura	...	2	10	13	57	33	47	97	334	1,292	1,770	0.75	40.47	
TOTAL	4	136	692	3,000	7,812	7,509	15,465	31,337	61,831	1,02,521	2,28,141	100.00	36.13	
% to TOTAL	0.00	0.05	0.29	2.11	2.48	3.20	6.65	13.91	29.81	43.93	97.52	100.00		
% to TOTAL IVAB	2.65	2.75	4.03	9.93	7.96	25.17	32.62	33.19	40.43	45.33	39.71	36.13		

Table No. 83.—Rural Habitations to be served by Existing and Proposed Group Schemes, less than $\frac{1}{2}$ but not more than one mile away

States	POPULATION SLABS											Percentage to		
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	Total above 500	400 to 499	300 to 399	200 to 299	100 to 199	Below 100	Total below 500	Grand Total	Total	Table IV AB
Andhra Pradesh	2	45	47	129	424	1,593	3,929	3,391	8,467	9,514	3.92	29.43
Assam	2	8	10	12	27	149	347	1,268	2,000	2,019	0.93	13.81
Bihar	..	7	33	37	423	684	1,532	3,447	7,183	9,696	22,512	22,979	10.59	23.25
Bombay	..	2	1	21	24	25	79	1,791	1,687	5,317	11,699	11,723	5.40	31.50
J. & K.	5	107	112	85	158	349	729	1,395	2,626	2,733	1.26	30.59
Kerala	38	251	289	124	119	162	181	195	811	1,193	0.51	27.57
Madhya Pradesh	5	5	234	1,951	3,557	7,975	8,351	20,944	20,949	9.65	33.80
Madras	..	8	78	722	868	743	1,414	2,670	4,319	4,636	13,853	14,661	6.76	33.65
Mysore	..	3	16	213	237	181	494	1,352	3,475	5,719	11,182	11,419	5.26	42.86
Orissa	29	29	83	381	1,177	2,877	4,124	8,642	8,671	4.00	22.43
Punjab	..	1	18	197	216	254	597	1,135	2,907	3,324	7,287	7,593	3.46	36.79
Rajasthan	7	7	24	86	1,828	5,362	8,415	15,715	15,722	7.25	40.61
Uttar Pradesh	13,745	27,935	41,569	83,276	83,276	38.38	39.90
Delhi	1	1	1	2	4	5	4	16	17	00.01	14.91
Himachal Pradesh	1	9	10	12	28	155	685	2,997	3,877	3,887	1.79	31.48
Manipur	3	13	16	7	10	26	102	61	306	322	0.15	35.23
Tripura	6	31	37	12	31	71	247	1,094	1,429	1,466	0.68	33.52
TOTAL	1	21	203	2,051	2,275	2,661	6,429	33,118	71,060	1,01,497	2,14,675	2,16,951	100.00	33.44
% to TOTAL	0.00	0.1	0.09	0.95	1.05	1.23	2.96	15.27	32.75	46.74	98.95	100.00		
% to TABLE IVAB	0.01	0.54	1.20	2.94	3.12	8.92	13.32	33.53	41.13	44.84	37.28	33.44		

Table No. 84.—Rural Habitations to be served by Existing and Proposed Group Schools more than one but not more than 1½ miles away

States	POPULATION SLABS											Percentage to		
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	Total above 500	400 to 499	300 to 399	200 to 299	100 to 199	Below 100	Total below 500	Grand Total	Total	Table IVAB
Andhra Pradesh	4	10	131	281	275	701	701	3.15	2.42
Assam	2	5	39	77	123	123	0.55	0.85
Bihar	3	3	1	5	16	88	173	283	286	1.28	0.29
Bombay	1	1	1	3	152	538	533	1,227	1,228	5.52	3.30
J. & K.	3	17	20	18	24	42	63	45	192	212	0.95	2.37
Kerala	0.00	0.00
Madhya Pradesh	86	229	1,346	3,063	3,505	8,223	8,223	36.95	13.27
Madras	24	24	30	60	158	307	452	1,007	1,031	4.63	2.37
Mysore	27	103	295	425	425	1.91	1.60
Orissa	5	46	205	647	1,133	2,036	2,036	9.15	5.27
Punjab	2	..	10	42	257	311	311	1.40	1.53
Rajasthan	383	935	1,713	3,031	3,031	13.62	7.83
Uttar Pradesh	160	496	1,009	1,665	1,665	7.48	0.80
Delhi	1	3	8	12	12	0.05	10.53
Himachal Pradesh	1	1	5	18	45	424	2,283	2,775	2,776	12.47	22.48
Manipur	0.00	0.00
Tripura	1	1	9	49	137	197	197	0.89	4.51
TOTAL	46	49	147	398	2,690	7,078	11,895	22,208	22,257	100.0	3.43	
% to TOTAL	0.01	0.21	0.22	0.66	1.59	12.09	31.80	53.44	99.78	100.00		

Table No. 85.—Rural Habitations to be served by Existing and Proposed Group Schools more than 1½ miles away

States	POPULATION SLABS											Grand Total	Percentage to	
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	Total above 500	400 to 499	300 to 399	200 to 299	100 to 199	Below 100	Total below 500		Total	Table IVAB
Andhra Pradesh	9	27	23	49	49	2·51	0·17
Assam	2	4	5	11	11	0·56	0·07
Bihar	1	..	2	3	..	1	..	4	3	8	11	0·56	0·01
Bombay	1	1	2	7	11	11	0·56	0·03
J. & K.	2	5	10	16	18	51	51	2·61	0·57
Kerala	0·00	0·00
Madhya Pradesh	4	15	129	169	347	347	17·79	0·56
Madras	2	18	35	55	55	2·82	0·13
Mysore	7	61	68	68	3·49	0·25
Orissa	0·00	0·00
Punjab	1	11	12	12	0·61	0·06
Rajasthan	133	267	347	749	749	38·39	1·93
Uttar Pradesh	23	103	271	397	397	20·34	0·19
Delhi	0·00	0·00
Himachal Pradesh	4	21	162	187	187	9·58	1·51
Manipur	0·00	0·00
Tripura	5	3	3	0·18	0·07
TOTAL	1	..	2	3	2	11	229	599	1,107	1,048	1,951	100·00	0·3
% to TOTAL	0·5	..	0·10	0·15	0·10	0·56	11·75	30·65	56·79	99·85	100·00		
% to TABLE IVAB	0·00	0·02	..	0·00	0·00	0·01	0·00	0·23	0·35	0·49	0·34	3·01		

States it is slightly less and in the States of Bihar, Jammu and Kashmir, Madras, Punjab, Rajasthan, Himachal Pradesh and Tripura it is less than 30%. In Uttar Pradesh it is only 17.54%. The lowest figure is from Himachal Pradesh, it being 14.54%.

This variation is partly due to the number of habitations in the different population slabs, then from among these, the number that could have group schools and then also the proximity of the habitations without school in the neighbourhood. The ingenuity and effort of the Officer in planning also mattered.

7. *Slab-wise Distribution of Habitations with Schools in them.*— From the point of view of the distribution in the population slabs, it is noticed that, of the 1,73,248 habitations 64,882, i.e. about 37.45% belong to the population slabs above 500, and the remaining 62.55% belong to the lower slabs. Of the habitations in the higher four slabs, a pretty large number (viz. 41,938) are in the population slab 500-999, 16,078 are in the slab 1,000-1,999, 3,727 in the slab 2,000-4,999 and only 146 in the highest slab. It forms only 0.08% of the total number of habitations served by group schools. The number when compared with the total number of habitations in the slab is found to be 91.45% of the total. Of these, a large number is in Madras, there being 47%, Bihar with 24%, Bombay with 16% and 11% each in Andhra Pradesh and Uttar Pradesh.

In the next slab, i.e. 2,000-4,999, 3,727 habitations form 96.68% of the total number of habitations in this slab, a comparatively larger number being noticed in Bihar (596), Uttar Pradesh (575), Madras (552), Andhra Pradesh (440) and Bombay (434). There is none in Himachal Pradesh and 4 in Tripura, 5 in Delhi, 48 in Jammu and Kashmir, 67 in Assam and 69 in Orissa.

In the next slab, i.e. 1,000-1,999, 16,078 habitations form 94.71% of the total number of habitations in this slab, out of which a larger number on comparative basis is noticed in Uttar Pradesh, there being 3,519. Next would come Bihar with 2,875, followed by Madras with 1,920, Andhra Pradesh with 1,567, Bombay with 1,400 and Madhya Pradesh with 1,065. The number in Jammu & Kashmir is only 180 and in Assam 228. In the Union Territories, naturally the number is very small.

In the population slab 500-999, of the total number of habitations in this slab served by group schools, 86.34% are found to be at zero distance. This is again as expected as in the case of all habitations with population 500 and above, the school ought to be ordinarily in the habitation itself.

Turning to the population slabs 'below 500', in the slab 400-499 there are 19,516 habitations which form 65.41% of the total number of habitations served by group schools from that slab. The number is quite high in Uttar Pradesh (4,115). Next come Bihar with 3,048, Madhya Pradesh with 2,565, Orissa with 1,654 and Madras with 1,491. Rajasthan has 1,364 and Andhra Pradesh 1,100. Almost a similar situation is noticeable in the next slab, where the total number of habitations having group schools in them is 25,983, forming 53.82% of the total number of group schools. Of these, 5,137 are from Uttar Pradesh, 4,108 from Madhya Pradesh, 3,701 from Bihar, 2,271 from

Bombay and 2,207 from Orissa. The number from the Union Territories is certainly very small, but that in Jammu and Kashmir and Kerala is also very small, there being 268 and 105 respectively. From Assam there are 732.

As regards the three population slabs with population below 300, as would be expected, the total number of habitations in each of these slabs having group schools in them is proportionately less though the number in the slab 200-299 appears bigger than that in the previous slab, it being 29,930 as against 25,983 in the previous slab. However, this is only 30.30% of the total number of habitations served by group schools. A large number of these, i.e. more than 5,000 are from Madhya Pradesh and Uttar Pradesh. Bihar contributes more than 4,000 and Bombay and Orissa more than 2,700 each, Rajasthan has 2,270, but Kerala, on the other hand, has only 90.

In the next slab with population 100-199, there are 24,154 habitations which form only 13.98% of the total number having group schools in that slab. A comparatively larger number is however found in Uttar Pradesh, it being 5,195 and Madhya Pradesh 3,198. Bihar contributes 3,367 and Bombay and Orissa a little less than 2,000 each. In the lowest slab, of the 8,776 habitations, 2,188 are from Uttar Pradesh and 1,320 from Bihar. From other States, the number is less than 600 each. In Kerala, it is only 27 and Jammu & Kashmir 151.

8. *Slab-wise distribution of Habitations with Schools within $\frac{1}{2}$ mile.*—As regards habitations to be served within half a mile, of the 2,34,453 habitations, 2,28,641 forming 97.52% of the total are in the population slabs below 500, while the remaining 2.48% are in the slabs above 500. Of these 5,812 in the higher slabs, four are in the slab 5,000 and above, 106 in the slab 2,000-4,999 and 692 in the slab 1,000-1,999 and the rest in the slab 500-999.

This number, though quite small, ordinarily one would expect no habitations to figure in these slabs. The apparent discrepancy however, is due in a good many cases, as pointed out by some of the special officers, to the fact that though the habitation now figures in the higher population slabs as the 1951 census population have been strictly adhered to, actually either the population was not as high as indicated or has subsequently dwindled down substantially so that on the strength of its own population or of the habitations surrounding it, no independent or group school could be proposed in the habitation itself. As regards one habitation in Bihar, its actual population now found out by the special officer for the Survey is not even 30. The same also is the case regarding the three habitations in Bombay State. In some cases, the habitation that is shown within a distance of half a mile is actually quite contiguous to the habitation having the school and in actual practice the schools being as near to the inhabitants of this habitation as to those in which they are located. It is as good as home facility. In some, as already stated, the population has dwindled down but in some cases the State Special Officers have given no reason for this position. Of the 106 habitations, 35 are in Madras, 19 in Bihar, 17 in Punjab, 13 in Bombay, 7 in Kerala, 6 in Andhra Pradesh, 3 in Assam, 2 each in Manipur and Tripura and one each in Mysore and Orissa.

In the next slab 1,000-1,999, of the total 692 habitations, 238 are in the State of Madras, 162 in Bihar, 90 in Kerala, 73 in Punjab and in the rest, the number is less than 20, in Uttar Pradesh and Himachal Pradesh there being none.

In the slab 500-999, a pretty large number is found in Bihar, there being 1,836. Next in order come Madras with 1,309 and Kerala with 430. Punjab has 328 and Andhra Pradesh 206. In Bombay there are only 131 while in Jammu and Kashmir 159. In other States, the number is still smaller.

As regards all these slabs above 500, it is not possible to give justification for each one of the cases in this report. The State Special Officers were requested to see that for habitations with population above 500, as far as possible, a school is proposed at the primary stage as a sufficient number of children of school going age would be found to warrant the opening of a school in them. However, they are not prepared to propose a school in them, but to tag them on to an adjoining habitation. In the present case, 5,812 habitations have within the distance of half a mile. As already pointed out, in a good many cases, they are so close that starting another school was not considered admissible or expedient. In other cases, the population was reported to have since come down. There are, however, a few cases where no justification has been given.

In the population slab 400-499, out of 7,509 habitations forming 25.17% of the total number served by group schools, 2,272 are from Uttar Pradesh and 2,166 from Bihar. There are 934 from Madras, 455 from Orissa, 311 from Andhra Pradesh, 303 from Punjab and 208 from Madhya Pradesh. In others, the number is far below 200.

In the population slab 300-399, of the 15,460 habitations forming 32.62% of the total number of habitations to be served by group schools, the largest number is from Uttar Pradesh, there being 4,695, and the next from Bihar (4,201). 1,626 are from Madras and 1,038 from Orissa. Barring the cases of Andhra Pradesh (637), Madhya Pradesh (604) and Punjab (551), the number of habitations served by group schools within half a mile is comparatively few. The same is, more or less, the position in the next lower slab though the total number in each State is comparatively higher, there being 10,471 from Uttar Pradesh, 7,895 from Bihar, 2,740 from Madras and 2,451 from Orissa. In Rajasthan, the number is only 879, in Jammu & Kashmir 562, in Kerala 219 and in Mysore 681. In the next slab the number of habitations still rises, being 69,881, forming 40.43% of the total number of habitations served by group schools. Of this, a pretty large number is from Uttar Pradesh, there being 25,807 and Bihar has 14,935. The number is very meagre in Kerala, there being only 186. 697 are from Himachal Pradesh, 334 from Tripura, 50 from Manipur and 10 from Delhi. In the lowest slab, there are 1,02,984 habitations to be served by group schools within half a mile. These form 45.53% of the total number of habitations served by group schools. Here again, the highest number is from Uttar Pradesh there being 43,523. From Bihar there are only 17,401. Among the States Kerala has the lowest, there being only 141. In other States, the number is comparatively much larger; in any case it is below 1,600. It will, thus, be seen that the 2,34,453 habitations

served within half a mile form 36.13% of the total number of habitations served by group schools. The maximum number, *viz.* 86,768 are from Uttar Pradesh. Next comes Bihar with 48,616, then follow Orissa, with 15,179 and Madras with 15,114, Madhya Pradesh has 11,265, Bombay 9,753 and Andhra Pradesh 9,491. In Kerala, the number is 1,468. Thus Uttar Pradesh forms 37.01% and Bihar 20.74%, accounting for more than 57% of the total. Orissa, Madras, Madhya Pradesh and Andhra Pradesh together form another 20%, and the remaining about 23% are from all the other States.

As already pointed out, habitations with population 300-500 within half a mile could be tagged on to existing group schools and this accounts for a fairly large number of habitations in the population slab 300-500. The justifications for those in the higher slab are (1) some of these are just marginal cases; (2) some are quite adjoining, within, say a furlong or so, from the habitations having the school and (3) in some cases, the population has substantially come down. As some of the State Special Officers have not given justifications for these, it is not unlikely that in some cases they might have tagged them on to the existing schools in spite of instructions to the contrary.

9. *With School within One Mile.*—Of the total number of group schools, 26.7% have the educational facility in the habitation itself and 36.13% have it within half a mile. 33.44% have it at a distance greater than half a mile but not greater than one mile. Of the 2,16,951 habitations served within this distance limit, 83,276 are from Uttar Pradesh, 22,970 from Bihar, 20,949 from Madhya Pradesh, 15,722 from Rajasthan, 14,661 from Madras, 11,723 from Bombay, 11,419 from Mysore, 8,514 from Andhra Pradesh, 8,671 from Orissa and 7,503 from Punjab. From Jammu and Kashmir, the number is 2,738 while in Assam it is a little over 2,000 and in Kerala a little over 1,100. In Himachal Pradesh, there are 3,887 habitations, in Tripura 1,466, in Manipur 322 and in Delhi only 17 habitations so served.

Turning to the percentage of habitations so served to the total number of habitations served by group schools, the average percentage is 33.44%, in the States of Madhya Pradesh, Mysore, Madras, Punjab, Uttar Pradesh, Manipur and Tripura the percentage being slightly higher than the average. In Assam, it is only 13.8% and in Delhi 14.91%.

Though no habitation would ordinarily be expected to be from the population slabs 300 and above and certainly none from the population slabs 500 and above, as many as 2,275 habitations come from the population slabs 500 and above. Of these, 308 are from Madras, 428 from Bihar, 289 from Kerala, 237 from Mysore and 216 from Punjab. From others, the number is less than 50. From Madhya Pradesh, there are only 5 and Assam 10. Rajasthan has got only 7. Some of the State Special Officers have given convincing reasons for this state of affairs, *e.g.* in Bihar, the Officer states that a good many of these have present population much lower than what is indicated in the Census and the population being below 300, a school in the habitation could not be recommended by them. Some officers have given no reasons for this arrangement and it is

not unlikely that a few cases may exist where the habitation has been tagged on to a neighbouring school in spite of instructions to the contrary.

Of these, one from Bihar is in the population slab 5,000 and over and its present population is reported to be about 30. Of the 21 in the next lower slab, *viz.* 2,000-4,999, 8 are from Madras, seven from Bihar, two from Bombay, three from Mysore and one from Punjab. No reasons are given by the officers from Madras and Punjab. From the slab 1,000-1,999 there are 203 served at a distance between half to one mile. Of these, a comparatively large number *viz.* 78 are from Madras, 38 from Kerala, 33 from Bihar, 18 from Punjab and 16 from Mysore. There are none from Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and Delhi.

In the population slab 500-999, there is a sufficiently large number, *viz.* 2,051. Of these, again, the largest number is in Madras, there being 722. Next comes Bihar with 387, then Kerala with 251, Mysore with 218, Punjab with 197 and Jammu & Kashmir with 107. From Assam, there are only 8, Madhya Pradesh 5 and Rajasthan 7. From the Union Territories in all there are 54, of which 31 are from Tripura, 13 from Manipur, 9 from Himachal Pradesh and one from Delhi.

In the population slabs 400-499, there are in all 2,661 habitations forming 8.92% of the total number served by group schools. The largest number here again is in Madras, there being 743 Bihar following next with 684. From Madhya Pradesh there are 284 and Punjab 254. From Bombay there are 25, Assam and Himachal Pradesh 12 each, Delhi one and Manipur 7. From the next slab the total number served as this distance is large, the number there being in all 6,429—forming 13.32% of the total number of habitations in this slab. Here, highest number, *viz.* 1,532 is from Bihar. Madras contributes 1,414 and Madhya Pradesh 1,074. Excepting Punjab which has 567, others have about 400 or less. Assam has only 27, Himachal Pradesh 28, Manipur 10, Tripura 34 and Rajasthan 86.

In regard to the two slabs with a population, ranging from 300-499, in the case of a few habitations the distance being slightly greater than half a mile, they figure here. These therefore form the marginal cases. In the case of some, the population has sufficiently dwindled while some are so situated that the District or State Officers did not consider it advisable to propose an independent or group school in them. As already stated, some State Officers have given no reason for the same.

In regard to the lower population slabs, one mile walking distance was in accordance with the principles laid down. As can be expected, therefore, a comparatively far larger number, *viz.* 33,118 habitations, figures here. These form 15.27% of the total number of habitations in this slab. The largest number *viz.* 13,745 is from Uttar Pradesh, about 3,500 each from Bihar and Madhya Pradesh and a little less than 2,700 from Madras. There are only 146 from Assam, 162 from Kerala, 349 from Jammu & Kashmir, 4 from Delhi, 26 from Manipur, 71 from Tripura and 155 from Himachal Pradesh. From others, the number ranges from 1,135 in Punjab to 1,791 in Bombay.

In the population slab 100-199, out of the 71,060 habitations, 27,935 are from Uttar Pradesh, 7,675 from Madhya Pradesh, 7,183 from Bihar, 5,362 from Rajasthan and 4,340 from Madras. In Kerala, the number is very small, there being only 184. From Himachal Pradesh there are 685, from Tripura 247 and from Manipur 102. The total number of habitations in this slab form 32.75% of the total so served and 41.13% of the habitations in this slab. The number and percentage of habitations from the lowest slab is still higher, there being 1,01,407 from the slab below 100. Of these, 31,596 are from Uttar Pradesh, 9,696 from Bihar, 8,415 from Rajasthan and 8,354 from Madhya Pradesh. The number is very small from Kerala, there being only 195 and from Manipur 164 and from Delhi only 4. In others, the number ranges from 1,064 in Tripura to 5,710 in Mysore.

10. *Schools beyond One Mile.*—There are also habitations, as already stated, at a distance of more than one mile. Of these, 22,257 are at a distance greater than one mile but not greater than $1\frac{1}{2}$ miles and 1,951 habitations are at a distance more than $1\frac{1}{2}$ miles. Even if a school is at a distance slightly greater than one mile it naturally falls in the former category and hence a comparatively large number of habitations is seen in this distance group. They form 3.43% of the total number of habitations served by group schools and therefore 2.65% of the total number of habitations. There are none in this group of 'more than one mile', in Manipur and in the State of Kerala, while in Dehli there are only 12. In Jammu and Kashmir, there are 212 and in Punjab 311. Most of Punjab's habitations falling in this category are in the Kangra district and the remaining few from the *tehsils* of Nalagarh and Kandaghat of Patiala district. In Assam there are only 123. In Bihar, there are 286. A comparatively very large number is from Rajasthan, there being 3,031 forming 13.62% of the total at this distance range. This is because all the habitations included in this group are with population below 100 and others have it between 100-200 or slightly above situated far away from other habitations and if they are not to be grouped with some other school, they would have remained without educational facility. Moreover, the distance between different habitations being generally long, due to the local circumstances the children are said to be more or less accustomed to walking a longer distance. Next comes Orissa with 2,036 habitations so situated and the habitations form 5.27% of the total number of habitations served by group schools while in Rajasthan, they form 7.83% of the habitations served by group schools.

Of these 2,036, five are in the population slab 400-499 and 46 in the slab 300-399. Tagging on these habitations to the other schools appear to be mostly due to the present population which is much lower than what is recorded in the Census

Next in order comes Uttar Pradesh with 1,665 habitations accounting for 7.48% of the total, but they are only 0.8% of the total number of habitations served by group schools. Most of these again are from the hill districts where there was no other alternative except relating the limit. From Bombay there are 1,228 of which one is from the population slab 500 and above, one from the slab 400-499 and three from the population slab 300-399. These are reported to have been included as their present population has sufficiently been depleted

In Madras 1,031 habitations have been tagged on. Of these, 24 are in the population slab 500 and above, 30 in the slab 400-499 and 60 in the slab 300-399.

In Madhya Pradesh, there are 3,223 habitations, the children from which have to walk more than one mile each way. Of these, 80 belong to the population slab 400-499 and 229 to the 300-399. 3,505 are from the lowest slab and 3,063 from the slab 100-199.

From Andhra Pradesh, there are 701 habitations falling in this category. Of these, 14 are in the population slab 300-499. Here again they have been included as the present population would not warrant recommending a school in them.

From Mysore, the total number of habitations tagged at such a long distance are only 425 and all of them are with population less than 300. 295 are with population below 100, 103 in the slab 100-199 and only 27 have population slightly above 200.

In Jammu and Kashmir, there are in all 212 habitations the children from which are required to walk this much distance to school. Of those only 45 are with population below 100, 63 in the population slab 100-199 and 42 in the slab 200-299. The remaining 82 are in the different population slabs from 300-399 to 1,000-1,999, there being three in the last named and 17 in the population slab 500-999. The State Officer has indicated no specific reason for such tagging on.

In Bihar, there are 286 habitations at this distance. Of these, only 3 are in the population slab 500-999 and 6 in the slabs below 500, but above 300. All these are reported to be now very small habitations.

In Assam there are only 123 and of these, only two are from the population slab 300-399.

In Punjab, there are 311, of which, except two that belong to the population slab 400-499, all are from the lower three slabs. Most of these are from the hilly districts.

In Himachal Pradesh, out of 2,776 habitations, 2,283 are from the population slab "below 100", 424 in the slab 100-199 and 45 in the slab 200-299 and the remaining 24 belong to the next three higher slabs.

In Tripura, there are 197 of which only two with population above 300. Of these 137 belong to the lowest slab.

Thus, out of 22,257 habitations 99.78% belong to the population slabs below 500 and only 0.22% to the population slabs 'above 500. Of the 99.78%, 53.44% are accounted for by the lowest slab, 31.3% and 12.09% by the next two slabs. From the population slab 300-399 there being only 1.73% and from the slab 400-499 only 0.63%.

Considered from the point of view of percentage to the total number of group schools from that population slab, the average is only 3.43%. It rises to 5.26% in the lowest slab, 4.10% in the next higher slab and 2.73 in the slab 200-299. In other slabs, the percentage is naturally much below one per cent. Compared to the total number of habitations served by group schools, the percentage of habitations falling in this category is comparatively higher in

Himachal Pradesh, it being 22.48%, as 2,776 habitations have been tagged at a distance of one to $1\frac{1}{2}$ miles. Next in order comes Madhya Pradesh with 13.27%. In Rajasthan, it is 7.83% and Orissa 5.27%.

11. *Habitations served from a Distance more than $1\frac{1}{2}$ miles.*—Of the 1,951 habitations the children from which have to walk more than $1\frac{1}{2}$ miles, it may be mentioned that in most of the cases the habitation have fallen in this category as the distance is slightly in excess of $1\frac{1}{2}$ miles. Excepting the States of Bihar, Bombay, Jammu and Kashmir and Madhya Pradesh, there are none in the population slabs '300 and above' and in State of Kerala, Orissa and in the Union Territory of Delhi there are none in any slab. Of the four from Bihar that are with population above 300, all are now reported to be reduced in population. The same appears to be the case regarding the one habitation of Bombay, four from Madhya Pradesh and 7 from Jammu and Kashmir.

Of the 1,951 habitations, the largest number, viz. 749 forming 38.4% is from Rajasthan. Next comes Uttar Pradesh with 397 habitations forming nearly 1/5th of the total and Madhya Pradesh with 347. From Himachal Pradesh there are 187. From the States of Mysore, Madras, Jammu and Kashmir and Andhra Pradesh there are 68, 55, 51 and 49 respectively. From the Punjab there are only 12 and 3 from Assam. From Bihar and Bombay there are 11 each.

Of the 1,951 habitations, 1,107 forming nearly 56.79% are very tiny habitations belonging to the lowest population slab. 599 are in the slab 100-199 and 229 from the next higher slab viz. 200-299. Of these 229, 133 are from Rajasthan, 45 from Madhya Pradesh, 23 from Uttar Pradesh, 10 from Jammu and Kashmir, 9 from Andhra Pradesh, 2 each from Assam and Madras and 4 from Himachal Pradesh and one from Bombay.

12. *Served by Peripatetic Teacher Schools.*—Of the total number of 13,602 habitations to be served by peripatetic teacher schools after planning, 8,848 would have the peripatetic teacher school centre located in the habitation itself. These form a little over 65% of the total number of habitations to be served by peripatetic teacher schools. As has been already stated, the peripatetic teacher schools are to be thought of only where the total population of all habitations, within generally not more than one mile from the habitation where the school could be started, does not come near 300. In spite of this, however, there are 331 habitations that are noticeable in the population slabs 300 and above.

Of these, 212 are from Bombay, 41 from Madhya Pradesh, 22 from Orissa, 16 from Rajasthan, 14 from Andhra Pradesh, 10 from Mysore, 8 from Uttar Pradesh, 3 from Kerala, 2 each from Bihar and Madras and one from Punjab. Most of these have their present population far lower and that is why, though they still figure in this slab in accordance with the 1951 Census, they had to be considered for peripatetic teacher schools by the district and State Special Officers.

However, it has been noticed that in a few cases the district and State Special Officers, notwithstanding the clear-cut instructions given repeatedly, included a few habitations with population actually above

300 in the category of peripatetic teacher schools in order to give the benefit of education to tiny habitations within five miles from the same. In some cases, they have proposed converting the existing independent school into a peripatetic teacher school, although these cases are unwarranted. But as they remained in the State tables unchanged, in spite of instructions, which were received at the last stage, they had to be retained in the all-India tables also accordingly, as carrying out the changes would have disturbed the whole tabulation. Some of these cases have been noticed particularly in Rajasthan.

Of the 8,848 habitations, the largest number, viz. 2,458 is from Madhya Pradesh, Bombay coming next with 2,290. These two States thus form about 54% of the total number of habitations having a centre of the peripatetic teacher school in the habitation itself. Next in order would come Rajasthan with 877, Mysore with 740, Orissa with 697 and Andhra Pradesh with 678. The number in other States is comparatively very small. There are only 172 in Bihar, 160 in Tripura, 105 in Manipur, 64 in Madras, 60 in Punjab, 44 in Jammu and Kashmir, 36 in Kerala and 12 in Himachal Pradesh. In Assam and Delhi, there are none.

Of the 8,848 habitations, 1,900 are in the population slab below 100. These form nearly 32% of the total number of habitations served by peripatetic teacher schools. In the next higher slab, there are 4,552 accounting for more than 50% of the total and forming 87.80% of the total number of habitations served by peripatetic teacher schools. Of the total number of habitations served by peripatetic teacher schools, from the slab 200-299 and 300 and above, 3.23% and 2.07% respectively would not have the centre of the peripatetic teacher school in the habitation itself and the children from three habitations in the slab '300 and above' have to walk a distance not more than half a mile and two habitations in the slab a distance between $\frac{1}{2}$ to one mile. Similarly, the children from 27 habitations in the slab 200-299 have to walk not more than half a mile and those from 33 not more than one mile.

Of the total number of habitations served by peripatetic teacher school centres at a distance, 1,563 are served within half a mile. Of these, 1,328 are from the population slab below 100 and 205 from the population slab 100-199. Of these, 385 are from Madhya Pradesh, 278 from Orissa, 120 from Rajasthan and 109 from Tripura. From other States and Union Territories, the number is comparatively small as would be seen from table No. 92.

The children from 2,446 habitations have to walk between half to one mile. Of these, 2,087 are tiny belonging to the slab below 100, 324 are in the population slab 100-199 and 33 in the slab 200-299. Two belong to the population slab 300 and above. Of these two, one is from Kerala and one from Mysore. In the case of the latter, the State Officer has stated that the population has gone down. The same must be the case in regard to the other habitation tagged on at this long distance.

Of these 2,446, 719 are from Madhya Pradesh, 427 from Orissa, 336 from Rajasthan, 287 from Mysore and 263 from Bombay. From other States, the number is comparatively very small.

Table No. 88—Rural Habitations to be served by Existing and Proposed P. P. Teacher Schools within $\frac{1}{2}$ mile (After Planning)

States	Population Slabs				Percentage to		
	300 & 399	200 to 299	100 to 199	Below 100	Total	Total	Table VAB
Andhra Pradesh	..	3	10	38	51	3.26	6.30
Assam
Bihar	5	62	67	4.29	21.82
Bombay	3	16	67	197	283	18.11	9.88
J. & K.	1	9	10	0.64	12.49
Kerala	2	2	0.12	2.86
Madhya Pradesh	..	5	50	330	385	24.63	9.66
Madras	6	15	21	1.34	19.81
Mysore	5	138	143	9.15	11.91
Orissa	..	1	31	246	278	17.79	18.26
Punjab	1	9	10	0.64	1.22
Rajasthan	..	2	13	105	120	7.68	83.51
Uttar Pradesh	8	58	66	4.22	11.60
Delhi
Himachal Pradesh	4	4	0.26	15.38
Manipur	13	11	14	0.90	8.59
Tripura	5	104	109	6.97	29.38
TOTAL	3	27	205	1,328	1,563	100.00	11.49
%to Total	0.19	1.73	13.97	84.11	100.00		
%to Table V AB	0.88	1.27	3.95	22.34	11.49		

VCD (1)

Table No. 89—Rural Habitations to be served by Existing and Proposed P. P. Teacher Schools within 1 mile (After Planning)

States	Population Slabs					Percentage to	
	300 to 399	200 to 299	100 to 199	Below 100	Total	Total	Table VAE
Andhra Pradesh	..	3	17	56	76	3·11	9·38
Assam	..	..	..	..	..	..	..
Bihar	..	1	1	59	61	2·50	19·87
Bombay	..	9	50	204	263	10·76	9·18
J. & K.	..	..	1	32	33	1·35	37·93
Kerala	1	1	2	28	32	1·31	45·71
Madhya Pradesh	..	10	121	533	719	29·37	18·03
Madras	..	..	6	14	20	0·82	18·87
Mysore	1	..	12	274	287	11·74	23·90
Orissa	..	2	33	387	422	17·45	28·06
Punjab	..	..	..	11	11	0·45	13·41
Rajasthan	..	6	51	270	326	13·74	23·38
Uttar Pradesh	..	1	11	30	42	1·72	7·38
Delhi	..	..	..	..	..	..	..
Himachal Pradesh	..	..	..	4	4	0·16	15·38
Manipur	..	..	13	31	44	1·80	26·99
Tripura	..	..	1	90	91	3·72	24·53
TOTAL	2	33	324	2,037	2,446	100·00	17·98
% to Total	0·08	1·25	13·25	85·32	100·00		
% to Table V AB	0·59	1·51	6·25	35·11	17·98		

Table No. 90—Rural Habitations to be served by Existing and Proposed P. P. Teacher Schools within 1½ Miles

States	Population Slabs					Percentage to	
	300 & above	200 to 299	100 to 199	Below 100	Total	Total	Table VAB
Andhra Pradesh	5	5	0.74	0.62
Assam
Bihar	1	6	7	1.02	2.28
Bombay	3	25	28	4.10	0.98
J. & K.
Kerala
Madhya Pradesh	2	9	75	317	403	59.00	1.01
Madras	1	1	0.15	0.94
Mysore	2	22	24	3.51	2.00
Orissa	3	112	120	17.57	7.88
Punjab	1	1	0.15	1.22
Rajasthan	8	63	71	10.39	4.94
Uttar Pradesh	6	6	0.88	1.05
Delhi
Himachal Pradesh	6	6	0.88	23.08
Manipur
Tripura	3	8	11	1.61	2.96
TOTAL	2	9	100	572	683	100.00	5.02
% to Total	0.29	1.31	14.65	83.75	100.00		
% to Table V AB	0.59	0.42	1.93	9.62	5.02		

Table No. 91 : Rural Habitations to be served by Existing and Proposed P. P. Teacher Schools within 2 Miles

States	Population Slabs					Percentage to	
	300 & above	200 to 299	100 to 199	Below 100	Total	Total	Table VAB
Andhra Pradesh
Assam
Bihar
Bombay
Jammu & Kashmir
Kerala
Madhya Pradesh	2	20	22	35.48	0.55
Madras
Mysore	7	7	11.29	0.58
Orissa
Punjab
Rajasthan	2	31	33	53.23	2.30
Uttar Pradesh
Delhi
Himachal Pradesh
Manipur
Tripura
TOTAL	4	58	62	100.00	0.46
% to Total	6.45	93.55	100.00		
% to Table V AB	0.08	0.97	0.46		

Some of the habitations are so sparsely situated that even for attending a peripatetic teacher school centre, they have to walk a distance longer than $1\frac{1}{2}$ miles. There would be in all 62 habitations, the children of which have to walk a little longer than $1\frac{1}{2}$ miles even to reach a peripatetic teacher centre. Of these, 58 belong to the lowest population slab 31 being from Rajasthan, 20 from Madhya Pradesh and 3 from Mysore—and 4 (2 each from Madhya Pradesh and Rajasthan) belong to the population slab 100-199. If they were not tagged at distance, in view of their present population and their lonely character they would have been denied the educational facility.

It will thus be seen that of the total number of 13,602 habitations served by peripatetic teacher schools as a result of this planning, 8,845 i.e. 65.05% would have home facility, 1,563 i.e. 11.49% would have it within half a mile, 2,446 (17.97%) would have it within a distance of half to one mile and the remaining 62 forming only 0.46% would have it at a distance longer than $1\frac{1}{2}$ miles.

13. Having seen the number of habitations that would be served by the existing and the proposed independent group and peripatetic teacher schools, it would be interesting to view the picture after planning from the point of view of how many habitations from the different slabs would have a school in them, how many would have it in the vicinity and how many would go without any educational facility either in them or in the vicinity even after planning and re-fixing of the distance and population limits set out. These are discussed in the next two chapters.

Habitations with Schools (After Planning)

1. *Served in Home Village or the neighbouring one.*—In the previous chapters, the habitations served by Independent, Group and Peripatetic Teacher Schools in the different States have been discussed as also the distance the children and the teacher (in the case of Peripatetic Teacher Schools) have to walk.

The independent schools naturally provide home facility to the child. The child has, of course, to walk some distance from his home to the school situated in his home village or the hamlet and sometimes due to the peculiar situation of the school *vis-a-vis* the spread of the houses in the habitation itself, the child may have to walk comparatively longer but for the purposes of this Survey, this is treated as home facility irrespective of whether the child has to walk a few steps or even comparatively longer distance as long as the school or schools are located in his home habitation.

As regards the group and peripatetic teacher schools, in regard to the habitations in which they are located, (barring a few cases) generally they are located in the habitation itself; the children in these habitations enjoy 'home facility' for education at the primary school stage. In the case of habitations that are tagged on to the group or peripatetic teacher schools, however, the children have, or necessity, to walk some distance. In some cases when the other habitation is practically contiguous or at distance of a couple of furlongs, it may happen that the distance the child in this habitation has to walk may be nothing comparable to the distance a child has to walk to the school in his own habitation but in a nation-wide Survey such as this, these minor subtleties could not be taken into account and in the total effect, they would be cancelling one another.

Having discussed the facilities that are and need to be provided by independent, group and peripatetic teacher schools, it may not be interesting to view the same picture from the point of view of the number of habitations that get the educational facility at the Primary school stage in the habitation itself and how many have to depend on the neighbouring habitation and how many unfortunately in spite of the efforts made, would remain unserved, being outside the limit of walking distance laid down.

2. *The Source for the Data.*—The information in this regard was readily available in the slab register in form No. 2 where in column 11 the population of the habitation that would be served by a school in the habitation itself as a result of planning, by taking into account the existing as well as the proposed schools, was to be noted. A reference to this therefore readily gave the information required in this regard which was consolidated for each *tehsil* and district and then finally for the State in form No. 3 wherein the number of habitations, their total population and the percentage of that population to the total population in that slab was to be recorded slab-wise for habitations with schools in them, for those served by schools in the

vicinity and those remaining unserved. It is the data from this District, State and all-India table VII the summary of which is given in tables 97-108 in this report are discussed here.

3. *Habitations with Schools in them.*—Of the total 8,40,433 habitations in all the States and Union territories surveyed, 3,32,311 are found to be getting a school in the habitation itself. This works out to 39·56% of the total habitations. Of these, the maximum number is found to be in U.P., accounting for 17·95% of those habitations. Bombay with 14·34 comes next. In Uttar Pradesh 59,637 habitations would have home facility whether existing or proposed, while in Bombay 49,360 would have it. Next in order come Bihar (11·21) Madhya Pradesh (10·74), Andhra Pradesh (8·38), Mysore (6·51), Orissa (6·43), Madras (5·97), Rajasthan (5·35) and Assam (4·27). Punjab contributes for only 3·82 and Kerala for 2·39 and Jammu and Kashmir for 0·85, the Union territories being smaller, the number of habitations is naturally small in them. Himachal Pradesh contributes for only 0·58% of the total number of habitations served in the habitation itself.

4. *Proportion to Habitations in the States.*—The number however is larger depending on the total number of habitations in the State and hence it is also necessary to consider these figures for the number of habitations served by school in them with the total number of habitations in those States so that the extent to which the habitations get home facility for education can be correctly gauged. Considered from this aspect, Uttar Pradesh that accounted for the largest number of habitations, served by schools in them, would get home facility for only 25·32% of its habitations. This is much lower than the average for the country as a whole which stands at 39·56. In Rajasthan, the percentage is a bit higher than this, the average being 37·95. In Madras, it is 38·23. Orissa provides school in the habitation itself for 41·54% of its habitations, Madhya Pradesh does it for 43·46%. In the Punjab, the figure rises to 45·59 and Andhra Pradesh and Assam provide this for comparatively much larger percentages, the figures being 54·9 and 55·56 respectively, and so does Mysore with its 53·62%. Bombay's percentage is still higher, it being 64·7% and the highest amongst the States is in Kerala, it being 74·46%. If the Union territories are also taken into account, Delhi which is mostly urban and which has comparatively closely clustered bigger habitations, get a still higher percentage of 76·12. The Union territory of Manipur also has a higher percentage (44·79). In the other Union territories *viz.* Himachal Pradesh and Tripura, the percentage of habitations having home facility is much smaller than the average for the country, it being 24·32 in Tripura and 15·12 in Himachal Pradesh. In Madras, the percentage of habitations having home facility is only 38·23, slightly below the average for the country. Then comes Rajasthan with 37·95 followed by Bihar with 33·92. In Jammu & Kashmir it is 26·06 and in Uttar Pradesh as already stated, it is 25·32, the lowest amongst the States. If the Union territories are taken into consideration, Himachal Pradesh would be the lowest with its 15·12%.

5. *Population that would have School in the Habitation.*—The number of habitations or their percentage to the total number of habitations indicate the extent to which the different house clusters

Table No. 97—Rural Habitations to be served at the Primary School Stage by Existing and Proposed Schools located in them
(After Planning Position)

VII-A(H)

States	POPULATION SLABS										Gnand Total	Percentage to	
	3,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100	Total below 500		Total	Table II
	Andhra Pradesh	95	1,493	5,312	9,496	3,029	3,455	2,735	1,600	319				11,138	27,849	8.38	54.90
Assam	11	239	6,153	3,477	1,451	1,871	2,229	2,809	961	9,321	14,192	4.27	55.56
Bihar	34	1,153	5,973	12,428	4,101	4,591	4,627	3,700	1,474	18,543	37,261	11.21	33.92
Bombay	71	1,213	6,212	15,376	5,745	7,745	7,397	4,991	948	26,523	49,300	14.84	64.74
J. & K.	6	69	275	831	303	384	415	364	178	1,644	2,825	0.85	26.06
Kerala	34	1,593	3,449	2,995	307	246	150	68	40	811	7,938	2.39	74.46
Madhya Pradesh	15	412	2,457	9,022	4,674	6,591	6,707	5,013	1,067	24,112	35,718	10.74	43.46
Madras	79	1,079	3,596	7,412	2,214	2,341	1,797	1,040	274	7,666	19,832	5.97	38.23
Mysore	25	638	2,328	5,771	2,532	3,226	3,338	2,619	1,103	12,320	21,632	6.51	53.62
Orissa	8	692	1,318	5,659	2,693	3,589	3,318	3,006	915	14,226	21,370	6.43	41.54
Punjab	42	642	2,453	4,340	1,347	1,315	1,180	785	404	5,031	12,708	3.82	45.59
Rajasthan	8	420	1,056	4,825	2,345	3,362	2,759	1,874	530	10,870	17,773	5.35	37.95
Uttar Pradesh	44	1,151	5,284	18,148	18,184	12,727	6,142	5,598	2,359	35,010	59,637	17.95	25.32
Delhi . . . . .	..	19	56	83	22	23	12	1	1	59	220	0.07	76.12
Himachal Pradesh . . . . .	..	..	8	81	72	131	311	661	667	1,342	1,931	0.58	15.12
Manipur	41	36	93	167	66	104	120	202	66	558	863	0.26	44.79
Tripura . . . . .	..	14	64	173	75	91	143	282	419	1,010	1,262	0.38	2.432
TOTAL	547	11,434	40,405	98,361	39,362	51,794	43,990	34,613	11,725	1,81,484	3,32,311		
% to Total	0.16	3.44	12.18	29.60	11.84	15.59	13.24	10.42	3.53	54.62	100.00	100.00	39.56
% to Table II	98.71	95.98	97.82	93.24	79.20	69.86	33.66	18.28	4.61	26.65	39.56		

Table No. 98.—Percentage of Habitations to be served at the Primary School Stage by Schools located in them: (After Planning Position)

States	POPULATION SLABS									Total below 500	Grand Total
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100		
Andhra Pradesh	100.0	99.7	99.6	97.4	87.2	76.3	44.9	18.0	3.0	33.0	54.9
Assam	100.0	98.7	98.4	96.3	89.3	80.3	61.7	48.5	13.4	45.4	55.6
Bihar	96.4	97.6	96.3	84.4	59.0	44.4	29.1	14.2	2.0	20.9	33.9
Bombay	94.7	99.2	99.5	98.9	97.6	94.2	69.0	33.7	6.0	50.2	64.7
J. & K.	100.0	100.0	92.9	74.5	53.6	42.9	29.1	14.8	4.4	17.6	26.1
Kerala	100.0	99.5	95.4	75.5	51.0	39.5	27.7	14.7	8.2	29.8	74.5
Madhya Pradesh	100.0	100.0	99.9	99.7	89.1	77.5	50.2	24.2	4.7	34.20	43.5
Madras	100.0	96.2	91.9	78.3	56.5	43.0	24.2	10.4	2.6	20.6	38.2
Mysore	100.0	99.4	98.8	94.9	90.3	81.8	61.8	33.1	9.9	41.1	53.6
Orissa	100.0	99.5	99.3	95.3	84.2	71.0	49.6	25.0	5.8	32.3	41.5
Punjab	100.0	97.9	96.4	89.2	70.7	54.0	34.7	16.2	5.8	25.7	45.6
Rajasthan	100.0	100.0	99.6	98.3	94.1	87.3	45.7	17.8	3.1	27.3	38.0
Uttar Pradesh	..	..	..	100.0	78.3	73.1	20.0	9.2	2.6	16.6	25.3
Delhi	..	100.0	98.3	97.6	91.7	76.7	44.4	5.3	4.0	47.2	76.1
Himachal Pradesh	..	..	88.9	82.7	72.0	59.0	47.8	26.4	7.26	14.5	15.1
Manipur	100.0	94.7	88.3	83.9	79.5	80.0	67.4	44.0	9.1	35.4	44.8
Tripura	100.0	87.5	80.0	69.5	61.4	52.6	44.7	30.0	12.7	20.9	24.3
TOTAL	98.7	98.9	97.8	93.2	79.2	69.9	38.7	18.3	4.6	26.6	39.6

Table No. 99.—Rural Population to be served at the Primary School Stage by Existing and Proposed Schools in them (After Planning Position)

States	POPULATION SLABS										Total below 500	Grand Total 500	% to Total
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100				
Andhra Pradesh	5,66,004	49,42,029	74,37,358	66,45,733	13,42,702	11,79,546	6,75,679	2,43,450	22,110	34,63,487	2,03,54,701	10.90	
Assam	7,790	9,13,477	15,15,761	23,98,772	6,50,440	6,43,978	5,50,534	4,11,401	64,863	28,21,217	69,27,933	3.30	
Bihar	3,55,637	31,55,307	67,41,611	86,25,911	18,32,677	15,95,676	11,82,950	5,62,312	96,980	52,70,595	2,44,09,071	11.50	
Bombay	4,50,033	50,65,180	83,43,976	99,85,525	25,51,059	26,53,134	18,26,572	7,55,171	69,545	78,55,480	3,16,70,204	15.10	
J. & K.	3,572	1,81,297	3,62,258	5,90,250	1,36,161	1,30,236	1,00,889	58,556	10,792	4,36,634	15,07,921	00.77	
Kerala	5,65,492	43,13,717	48,47,519	15,58,890	1,35,511	84,623	36,924	10,092	2,117	2,69,177	1,14,54,786	5.46	
Madhya Pr.	91,480	11,42,692	28,05,935	60,79,061	20,82,376	22,76,024	16,68,362	7,73,692	76,625	68,77,079	1,69,06,256	8.10	
Madras	5,48,433	29,47,874	48,36,933	52,11,513	9,84,889	8,05,253	4,43,300	1,53,893	18,436	24,10,793	1,59,46,634	7.61	
Mysore	1,60,311	18,97,355	31,05,241	39,78,474	11,32,118	11,16,731	8,30,813	3,03,940	69,475	35,43,077	1,26,90,558	6.05	
Orissa	61,075	4,75,758	17,16,094	38,21,750	12,93,077	12,44,011	9,47,591	4,54,564	69,143	39,99,387	1,00,74,164	4.80	
Punjab	2,43,229	23,53,122	33,83,204	30,96,620	6,03,634	4,56,808	2,93,901	1,16,071	24,698	14,94,802	1,65,31,047	5.05	
Rajasthan	49,777	11,41,647	22,12,720	33,25,064	10,45,875	11,64,470	6,84,608	2,85,268	35,315	32,15,976	90,45,184	4.74	
Uttar Pradesh	2,53,613	31,04,171	70,02,608	1,23,12,906	36,92,469	44,36,029	15,20,177	8,42,179	1,52,182	1,06,43,036	3,33,56,734	15.91	
Delhi	..	49,120	83,825	56,536	9,955	6,194	2,904	173	93	21,319	2,12,800	0.10	
Himachal Pr.	..	..	9,157	51,639	31,611	44,635	75,900	93,697	40,154	2,85,997	3,46,703	0.17
Manipur	23,267	98,380	1,33,669	1,17,830	28,879	34,980	28,783	29,014	4,758	1,26,414	5,04,580	0.24	
Tripura	5,302	37,694	82,911	1,20,361	33,159	31,158	34,715	39,690	25,129	1,64,061	4,01,329	0.20	
TOTAL	35,00,768	19,730	5,13,89,871	6,79,78,835	1,75,86,592	1,79,05,486	1,09,04,602	52,23,423	7,73,398	43,18,00,441	20,66,89,595	100.00	
% to Total	100	11.98	25.94	32.42	8.39	8.54	5.20	2.49	00.37	24.99	100.00		
% to Table	3.90	68.88	07.87	93.68	79.59	70.28	39.41	19.32	5.65	45.15	75.00		

Table No. 100.—Percentage of Population to be Served at the Primary School Stage by Schools in them (After Planning Position)

States	POPULATION SLABS									Total below 500	Grand Total
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100		
Andhra Pradesh	100.0	99.7	97.7	97.7	87.44	76.7	46.3	19.5	3.9	54.5	88.1
Assam	100.0	98.3	98.3	96.7	89.7	80.4	62.1	49.2		63.6	82.7
Bihar	96.44	97.19	96.12	95.63	59.29	44.93	30.35	15.10	16.2	33.19	65.97
Bombay	96.3	90.1	99.5	99.0	97.7	94.4	70.3	35.9	6.00	71.9	90.6
J. & K.	100.0	100.0	92.83	78.03	54.32	42.61	29.22	16.69	8.8	30.07	57.07
Kerala	100.0	99.6	96.6	77.5	51.0	39.9	27.9	14.8	5.40	38.7	91.5
Madhya Pradesh	100.0	100.0	99.9	99.7	88.1	77.6	50.7	25.7	9.1	53.7	74.1
Madras	100.0	96.5	92.4	79.57	56.7	43.3	24.6	11.0	6.2	32.6	70.0
Mysore	100.00	99.5	98.9	95.3	90.4	82.1	62.7	34.5	3.3	62.9	84.5
Orissa	100.00	99.42	99.42	95.57	84.37	71.21	50.21	26.06	12.5	51.77	93.1
Punjab	100.00	98.07	96.46	90.02	71.00	54.42	35.33	16.70	7.39	41.64	80.22
Rajasthan	100.00	100.00	99.6	98.5	94.2	87.6	46.7	19.2	6.48	51.5	76.3
Uttar Pradesh	100.00	100.00	10.00	99.99	79.36	73.90	20.35	9.71	4.2	33.33	61.04
Delhi . . . . .	..	100.00	98.57	98.01	91.45	77.08	45.09	6.05	2.96	65.80	94.04
Himachal Pradesh . . . . .	..	..	88.4	82.4	72.2	59.5	48.7	27.2	5.86	27.7	31.4
Manipur	100.00	95.9	89.0	84.0	79.7	79.6	68.2	45.7	9.7	55.9	77.9
Tripura	100.00	89.5	81.4	70.5	61.6	52.8	44.9	30.9	11.8	34.2	51.3
									15.6		
TOTAL	99.0	98.9	97.9	93.6	79.6	70.3	39.4	19.3	5.6	45.2	75.00

Table No. 101.—Rural Habitations to be Served at the Primary School Stage by Existing and Proposed Schools in the neighbourhood (After Planning Position)

States	POPULATION SLABS										Grand Total	Percentage to	
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100	Total below 500		Total	Table II
Andhra Pradesh	..	6	20	251	444	1,071	3,222	6,403	7,470	18,610	18,887	3.93	37.24
Assam	..	3	17	117	166	441	1,328	2,778	4,229	8,945	9,082	1.90	35.56
Bihar	2	27	195	2,228	2,851	5,739	11,359	22,217	27,400	29,566	72,018	14.99	65.57
Bombay	3	15	32	153	139	475	3,251	8,921	10,300	23,086	23,289	4.85	30.58
J. & K.	..	..	21	283	256	491	963	1,908	3,034	6,659	6,963	1.45	64.24
Kerala	..	7	128	681	295	374	382	372	366	1,789	2,605	0.54	24.44
Madhya Pradesh	..	..	2	26	572	1,915	6,567	14,872	18,359	42,285	42,313	48.82	51.49
Madras	..	43	316	2,055	1,707	3,100	5,570	8,747	9,365	28,489	30,903	6.43	59.57
Mysore	..	4	28	307	273	717	2,600	5,228	9,327	17,605	17,944	3.74	44.49
Orissa	..	1	9	276	543	1,465	3,836	8,499	12,082	26,425	26,711	5.56	51.92
Punjab	..	18	91	525	559	1,118	2,167	3,880	6,158	13,882	14,516	3.01	52.07
Rajasthan	..	..	8	81	148	488	3,231	8,414	15,638	27,919	28,008	5.83	59.81
Uttar Pradesh	..	..	..	..	2,272	4,695	24,400	54,360	86,493	1,72,220	1,72,220	35.85	73.11
Delhi	..	..	1	2	2	7	15	18	24	66	69	0.01	23.88
Himachal Pradesh	..	..	1	17	28	90	336	1,327	8,268	10,549	10,567	2.20	82.73
Manipur	..	2	13	32	17	26	49	168	317	577	624	0.13	32.38
Tripura	..	2	16	76	47	82	177	639	2,553	3,553	3,647	0.76	70.28
TOTAL	5	128	898	7,110	10,319	22,304	68,913	1,40,251	2,21,438	4,72,225	4,80,366	100.00	
% to Total	0.00	0.03	0.19	1.48	2.15	4.64	14.35	31.07	46.09	98.30	100.00		
% to Table II	0.90	1.11	2.17	6.74	20.76	30.08	60.56	78.83	87.16	69.34	57.17		

Table No. 102.—Percentage of Habitations to be Served at the Primary School Stage by Schools in the neighbouring Habitations
(After Planning Position)

States	POPULATION SLABS									Total below 500	Grand Total
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100		
Andhra Pradesh	0·3	0·4	2·6	12·8	23·6	52·9	72·0	69·5	55·2	37·2
Assam	1·3	1·5	3·2	10·2	10·0	36·8	47·9	59·1	43·6	35·6
Bihar	3·6	2·3	3·7	15·2	41·0	55·6	70·8	85·4	93·5	78·5	65·6
Bombay	4·0	0·8	0·5	1·1	2·4	5·8	30·3	60·2	74·6	43·2	30·6
J. & K.	7·1	25·4	45·3	35·6	67·4	77·5	75·8	71·2	64·2
Kerala	0·5	3·6	24·5	49·0	60·1	70·6	80·2	75·0	65·8	24·4
Madhya Pradesh	0·1	0·3	10·9	22·5	48·7	71·7	81·4	60·0	51·50
Madras	3·5	8·1	21·7	43·5	57·0	74·9	87·1	89·5	76·4	59·6
Mysore	0·6	1·2	5·1	9·7	18·2	38·2	66·1	83·8	56·5	44·5
Orissa	0·5	0·7	4·7	15·8	29·0	49·8	70·6	76·5	60·0	51·9
Punjab	2·1	3·6	10·8	29·3	46·0	63·8	80·0	88·3	71·0	52·1
Rajasthan	0·5	1·7	5·9	12·7	53·6	80·0	92·3	70·1	59·8
Uttar Pradesh	21·7	26·9	79·4	89·4	94·5	81·7	73·1
Delhi	1·7	2·4	8·3	23·3	55·6	94·7	96·0	52·8	23·9
Himachal Pradesh	11·1	17·3	28·0	40·5	51·7	72·9	90·0	83·3	82·7
Manipur	5·3	11·7	16·1	20·5	20·0	27·5	36·6	43·7	36·6	32·4
Tripura	12·5	20·0	30·0	38·5	47·4	55·3	67·9	79·3	73·4	70·3
TOTAL	0·9	1·1	2·2	6·7	20·8	20·1	60·6	78·8	87·2	69·3	57·2

Table No. 103.—Rural Population to be Served at the Primary School Stage by Existing and Proposed Schools in neighbouring Habitations (After Planning Position)

States	POPULATION SLABS									Total below 500	Grand Total	% to Total
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100			
Andhra Pradesh	..	14,528	25,205	1,58,030	1,92,407	3,57,90	7,50,630	8,85,905	4,13,430	28,99,562	27,97,325	4.12
Assam	..	10,493	24,210	74,165	71,681	1,52,328	3,23,557	3,97,223	2,39,187	11,84,476	12,93,254	1.91
Bihar	13,144	86,666	2,71,254	14,41,530	12,57,328	19,55,660	27,11,619	31,49,225	14,99,938	10,73,770	1,23,86,364	18.24
Bombay	17,180	48,793	42,369	1,01,190	60,237	1,57,354	7,56,114	15,23,340	5,99,617	27,96,662	30,06,104	4.43
J. & K.	..	..	27,996	1,65,182	1,11,830	1,70,997	2,32,210	2,66,040	1,55,911	9,36,983	11,30,166	1.67
Kerala	..	16,121	1,68,064	4,51,701	1,30,173	1,26,761	93,576	54,238	18,319	4,23,067	10,58,953	1.56
Madhya Pradesh	..	..	2,641	17,905	2,53,745	6,52,802	13,89,952	21,18,035	10,11,618	56,26,152	56,45,798	8.32
Madras	..	1,07,509	4,00,422	13,40,142	7,53,520	10,53,757	13,36,330	12,42,559	5,13,794	48,99,960	67,48,033	9.94
Mysore	..	9,986	35,150	1,97,425	1,20,008	2,43,601	4,94,434	7,41,430	4,62,983	20,62,255	23,04,817	3.39
Orissa	..	2,793	9,938	1,77,238	2,39,514	5,02,205	9,27,941	12,19,160	6,34,596	35,23,415	37,13,385	5.47
Punjab	..	46,402	1,24,192	3,43,128	2,46,543	3,82,604	5,26,402	5,54,168	3,24,712	20,34,429	25,48,151	3.75
Rajasthan	..	..	9,667	51,374	64,374	1,64,204	7,73,286	11,69,415	7,78,208	29,49,487	30,10,528	4.43
Uttar Pradesh	..	..	..	..	9,59,643	15,65,443	59,95,238	77,02,453	48,73,683	2,10,06,460	2,10,06,460	30.93
Delhi	..	..	1,216	1,187	931	2,436	3,536	2,685	1,495	11,083	13,486	0.02
Himachal Pr.	..	..	1,200	11,037	12,188	30,206	79,275	2,47,561	3,65,164	7,34,394	7,46,631	1.10
Manipur	..	4,266	16,455	22,401	7,355	3,987	11,398	22,870	17,149	67,759	1,10,879	0.16
Tripura	..	4,436	19,905	50,450	20,681	2,7897	42,638	86,834	1,23,754	3,01,804	3,75,695	0.55
TOTAL	30,324	3,51,811	11,78,984	46,03,185	45,02,158	75,54,932	1,65,58,136	2,10,82,941	1,20,33,558	6,17,31,725	6,78,96,029	100.00
% to TOTAL	0.04	0.52	1.74	6.78	6.63	11.13	24.39	31.95	17.72	90.92	100.00	
% to Table	0.86	1.11	2.12	6.34	20.37	29.65	59.84	77.92	87.45	52.19	24.29	

Table No. 104.—Percentage of Populations to be Served at the Primary School Stage by Schools in the neighbouring Habitations
(After Planning Position)

States	POPULATION SLABS									Total below 500	Grand Total
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100		
Andhra Pradesh	0·3	0·3	2·3	12·53	23·2	51·5	70·9	72·3	40·9	10·8
Assam	1·7	1·6	2·9	9·9	19·0	36·5	47·4	59·7	32·4	15·4
Bihar	3·56	2·70	3·87	14·31	40·67	55·06	69·56	84·56	92·78	66·58	33·90
Bombay	3·6	1·0	0·5	1·0	2·3	5·6	29·1	58·1	75·4	25·6	8·6
J. & K.	7·17	21·84	44·61	55·94	67·26	75·82	78·07	64·52	40·11
Kerala	0·4	3·4	22·5	49·0	59·8	70·6	80·4	78·7	60·4	8·5
Madhya Pradesh	0·1	0·3	10·8	22·2	48·2	70·4	71·6	43·9	24·6
Madras	3·5	7·6	20·5	43·3	56·7	74·4	86·5	91·1	66·3	29·6
Mysore	0·5	1·1	4·7	9·6	17·9	37·3	64·8	83·5	36·6	15·3
Orissa	0·58	0·58	4·43	15·63	28·75	49·16	69·90	77·92	45·61	26·54
Punjab	1·93	3·54	9·98	29·00	45·58	63·27	79·55	87·35	56·67	19·32
Rajasthan	0·4	1·5	5·8	12·4	52·7	78·7	91·6	47·3	23·1
Uttar Pradesh	20·63	26·08	79·06	88·85	79·33	65·78	38·44
Delhi	1·43	1·99	8·55	2·29	54·90	93·95	94·14	34·20	5·96
Himachal Pradesh	11·6	17·6	27·8	40·2	50·8	72·0	88·3	71·2	67·6
Manipur	4·2	11·0	16·0	20·3	20·4	27·0	36·1	42·4	30·0	17·1
Tripura	10·5	18·6	29·5	38·4	47·2	55·1	67·3	77·0	62·9	47·0
TOTAL	0·9	1·1	2·1	6·3	20·4	29·7	59·8	77·9	87·5	53·2	24·3

or habitations would be having home facility for education and, therefore indicate only the minimum number of these primary education centres, notwithstanding that at a good many places, more than one school would be necessary. But what is still more significant is to know the population that would be enjoying this home facility at the primary school stage. The number of children of school-going age being directly proportionate to the total population, it would be interesting to examine the extent to which the population in the different States would be served by one or more schools in the habitation itself.

20,96,89,595 i.e. 75% of the total population would be served by a school located in the habitation itself. Ranked according to the total population so served, the State of Uttar Pradesh again ranks first contributing for 15·9% and Bombay comes next with 15·1%. The other States to follow are Bihar (11·5), Andhra Pradesh (10·49), Madhya Pradesh (8·1), Madras (7·6), Mysore (66·05), Kerala (5·5), Punjab (5·05), Orissa (4·8), Rajasthan (4·7), Assam (3·3), and Jammu and Kashmir (0·77), as only 16,07,921 enjoy home facility at the primary school stage.

6. *Proportion of Population to be Served in Home Habitation.*—The total population enjoying facility at the primary school stage in the habitation itself partly depends on the total population in those States and therefore it would also be interesting to find out whether the States which rank quite high in regard to the total population that gets facility at home also rank high when the proportion of this population to the total population is taken into consideration. Here Delhi, which accounted for 0·1% of the total population having home facility and thus had the last rank, gets the first as 94·04% of its total population would have educational facility at the door according to the planning. Next would be Kerala with 91·47% of its population getting a school in the home habitation. Bombay and Andhra with 90·6% and 88·1% respectively follow next in order. Mysore comes next with 84·46 and then follow Assam (82·66), Punjab (80·22), Manipur (77·93), Rajasthan (76·31), Madhya Pradesh (74·07), Orissa (72·01), Madras (70·0), Bihar (65·97), Uttar Pradesh (61·04), Jammu and Kashmir (57·07), Tripura (51·28), and Himachal Pradesh (31·37). Uttar Pradesh which accounted for a large percentage of population (15·91) having home facility at the primary school stage, ranks fourth from the end.

It will thus be seen by comparing the percentage of habitations and population enjoying home facility to the total number of habitations and population respectively in the State that they vary considerably. This is due to an inter-play of various factors. The distribution of the habitations in the different population slabs has also a considerable effect on these. It would be interesting to find out the extent to which as a result of planning the number of habitations from different population slabs get a school in them.

7. *Slab-wise Distribution of Habitations with Schools in them.*—Of the total 3,32,311 habitations, the largest number from any single slab is found from the population slab 500-999, there being 98,361 habitations out of 1,05,495 in this slab having home facility, i.e., 29·6% of the total number of habitations in this slab have school facility

in them. The number and therefore the percentage falls as one proceeds on both sides of this 'maximum' value. In the next lower slab, it falls to 11·84% but again to rise to 15·59%. Then starts a fall with first to 13·24, then to 10·42 and in the last slab to 3·53. In the higher slab from the maximum value, it drops down first to 12·18 and then to 3·44. In the highest slab, *i.e.*, with population 5,000 and above, there are only 0·16% of the total habitations having schools in them. This is but natural as the total number of habitations in this slab itself is far smaller.

8. *Comparison with the Total in the Slab.*—If however the number of habitations that would be having home facility at the primary school stage be compared with the total number of habitations in that slab, it is noticed that out of a total of 553 habitations in the highest slab, 547 would have educational facility in them giving a high percentage of 98·74. The remaining 6 habitations would not have a school in them according to the proposals made. It may be mentioned that of these, in the case of one in Bombay though its population was treated in the census as above 5,000 actually it is not even 100, it is round about 30.

In the next lower slab, of the total number of 11,563 habitations, 11,434. *i.e.*, 98·88% of the habitations would be having a school in them, leaving out only 1·12% of the habitations. As one proceeds to the lower slabs, as expected, the percentage of habitations having home facility goes on dwindling. The percentage in the next two slabs is 97·8 and 93·2. The average for all the slabs below 500 is just 26·65, ranging from 79·2 in the slab 400-499 to 4·61% in the lowest slab. This means that out of a total of 2,54,071 habitations with a population below 100, as many as 11,725 would have a school if they already do not have it. In the slab 100-199, 34,613 habitations out of a total of 1,89,329, *i.e.*, 18·28% would have it in them and in the slab 200-299, the percentage rises to 38·66. In the slab 300-399, the percentage rises to 69·86. In the next slab, this number would come down to 39,362 but compared to the total number of habitations in that slab, *viz.*, 49,700 the percentage is considerably higher, *viz.*, 79·2 as contrasted with 69·86 in the slab 300-399.

9. *Slab-wise Distribution in the States.*—This slab-wise distribution of habitations is the result of the summation of the tendencies in the States. Table No. 97 would give the actual figures for the habitations that would have a school in them as a result of planning, while table No. 98 would give their percentage to the total number of habitations in those States and in those slabs. A glance at these two tables will give an idea of the position obtaining in the different States. Only a few points pertaining to this may be highlighted here.

In all the States having habitations in the highest slab, except in the case of Delhi, Uttar Pradesh, Bihar and Bombay, all the habitations have a school in them. So is the case in Jammu and Kashmir, Madhya Pradesh, Rajasthan and Delhi even in the next slab, *viz.*, 2,000 to 4,999. The general trend of the percentage being quite high and then falling down particularly in the lower slab is noticeable almost throughout. However the trend of fall starts earlier in some

States while in others, it comes much later. In Assam, for example, the fall is comparatively far less so much so that in the population slab 100-199, 48·5% of the habitation get home facility.

Normally in the population slab 500-999, the percentage varies from 100 in Uttar Pradesh to 69·5% in Tripura, 74·5% in Jammu and Kashmir and 75·5% in Kerala. In the States of Andhra Pradesh, Assam, Bombay, Mysore, Orissa, Rajasthan and Delhi, it is about 95% or above. In Bihar, Jammu and Kashmir, Kerala, Madras, the rapid fall is noticeable immediately in the next slab, *viz.*, 400-499. In the Punjab, it starts in the next one and in Andhra Pradesh, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh, Delhi, it is noticeable in the slab 200-299. The percentage then considerably falls in the next lower slab in all these already mentioned as also in the remaining ones except in Assam where it maintains a comparatively far higher level of 48·5% and in Manipur at 44%. In the last slab, the average of 4·6% is the result of varying percentages in the different States ranging from 2·6% in Uttar Pradesh, 3·1% in Rajasthan to 13·4% in Assam and 9·9% in Mysore. If the total for all the slabs with a population below 500 be taken into consideration, then the average for the whole country is noticed to be 26·6% resulting from the minimum of 14·5% in Himachal Pradesh and the next higher of 16·6% in Uttar Pradesh on the one hand and 50·2% in Bombay and 47·2% in Delhi.

10. *Population of Habitations with Schools in them.*—What is true regarding this spread of habitations in the different population slabs in the different States is also true regarding the population there. The trend also is naturally the same. An idea about this can be had from table No. 99 and 100. It will be seen that 5·6% of the population in the last slab gets home facility and this percentage is the result of percentages varying from 3·3 in Madras, or 3·9 in Andhra Pradesh to 16·2% in Assam or 12·5% in Mysore. The average percentage for the total of all the slabs below 500 comes to 45·2% as a result of varying percentages in the different states ranging from 27·7% in Himachal Pradesh or 32·6% in Madras to 71·9% in Bombay or taking the next lower case 65·8% in Delhi.

Thus of the 8,40,033 habitations with total population of 27,95,50,946 as many as 3,32,311 habitations with population of 20,96,89,595 would have home facility for education at the primary stage from the schools actually existing or proposed to be opened and of the remaining habitations 4,80,366 habitations with population of 6,78,96,029 would be having it in the adjoining habitations. Of these habitations, the maximum number is in Uttar Pradesh contributing for 35·85 and next comes Bihar with 14·99. Leaving aside the Union territories, Kerala and Jammu and Kashmir forming 0·54 and 1·45% respectively rank lowest. Assam contributes 1·9% of these

Compared with the total number of habitations in the different States, the highest percentage is again noticed in Uttar Pradesh, it being 73·11. Next comes Bihar with 65·57 closely followed by Jammu and Kashmir with 64·24. The average for the country as a whole is 57·19. Madras, Rajasthan has a slightly higher percentage than this *viz.*, 59·57 and 59·81 respectively. The lowest is in Delhi, it having only 23·88% of its habitations served by schools in the vicinity Kerala comes next with 24·44 and Bombay 30·58.

11. *Slab-wise Distribution of Habitations in States.*—Considered according to the population slabs, naturally very few habitations in the highest slab could be expected to depend on the neighbouring habitations. However three from Bombay and two from Bihar are noticed to have been tagged on to the neighbouring habitations. In the next lower slab, there are 128 only, of these 43 are from Madras, and 27 from Bihar. In the slab 1000 to 1999, of the 898 habitations, forming 2·17% of the total number of habitations in that slab, 316 are from Madras, 195 from Bihar and 128 from Kerala. In Madhya Pradesh, there are only 2 and less than 10 each in Orissa and Rajasthan. In the next slab, i.e., 500-999, out of a total of 7,110 habitations which formed 6·74% of the total number of habitations in this slab, a very large number is from Bihar and Madras, again there being 2,228 from Bihar, and 2,055 from Madras. Punjab has only 525, Kerala 681 and Bombay 153. In Rajasthan, there are only 81 and therefore only 1·7% of the total number of habitations will have to depend on the school in the adjoining habitation. This is a small percentage but naturally every habitation with population of 500 and above was to be provided with a school in it as a sufficient number of children would be available for engaging a couple of teachers. However the District and the State Survey Officers in some States did tag on habitations with a population above 500 to the existing or proposed schools in the adjoining habitations notwithstanding the general principles laid down. In a good many cases however, the population of these habitations has considerably fallen to such an extent as not to warrant proposing an independent or group school in them. There are others which are quite contiguous to the habitations having a school already, so much so that a school is as near to the children in these habitations as to those living in the school habitation. There are however, a few cases wherein these habitations could have been given their own school but considering all factors, local inclinations and other difficulties, the Survey Officers considered it advisable to keep these habitations tagged on the others. In some cases it is due to the existence of a good, popular school in the adjoining habitation. In such cases it was not considered an advisable proposition by the Survey Officers to have a new small school with one or two teachers in the habitation itself as the people would prefer to send their children to the established reputed school at some distance. As seen in the earlier chapter, in the majority of these cases, children have to walk not more than half a mile. In a good many cases, it is hardly a couple of furlongs.

As regards habitations in the lower population slabs, that is of those below 500, of the total number of habitations in the slabs 69·34% of the habitations have schools in the vicinity. The percentage varies considerably from slab to slab, being much lower in the higher slab and quite high in the lowest. In the population slab below 100·87, 16% of the habitation have to depend on the educational facility in the neighbouring habitations. This goes on falling as one proceeds to the higher slabs. It first comes down to 78·8% in the population slab 100-199, then to 60·56 in the slab 200-299, then further falling to half this in the population slab 300-399 and finally to 20·76 in the population slab 400-499. Table No. 101 gives the actual number of habitations in the different slabs in the different States and table No. 102 gives the distribution according to the

percentage to the total number of habitations in those slabs in those States. Only a few striking points may be highlighted here. Normally the general trend noticeable for the all-India total is also noticeable in all the States except for the fact that the 'mode' instead of being in the last slab is in the slab 100-199, in States of Andhra Pradesh, Jammu and Kashmir and Kerala.

12. *Slab-wise Distribution of Population in States.*—Turning to the figures for population given in table No. 103 indicating the population that could be served at the primary school stage by school in the neighbouring habitations, it will be noticed that out of the total of 6,78,96,029, as many as 6,17,31,725 are from the population slabs below 500. This is only a small population from the higher slabs being provided with facility in the neighbouring habitation. Population figures in the different slabs compared to the total population of those slabs, it is noticed that in the highest slab, only 0·86% of the population is served by the neighbouring habitation. This percentage first rises to 1·11 then to 2·12 and then to 6·34 in the population slab 500 and above. Then it rises suddenly to 20·37 in the slab 400-499, then to 29·65 in the next lower and then again there is a sudden rise noticeable when it rises to 59·84 in the population slab 200-299. The next slab gives 77·92 and in the last slab, it becomes 87·45.

In the different States, of the total population of 6,78,96,029 Uttar Pradesh accounts for 30·93 and Bihar 18·24. The States of Assam, Jammu and Kashmir, Kerala, and the Union Territories account for less than 2 each. Bombay accounts for only 4·43, Andhra Pradesh for 4·12, Mysore for 3·39, Punjab for 3·75 and Rajasthan 4·43%.

Compared to the total population of all the States, in Himachal Pradesh 67·56% gets facility from the neighbouring habitations. Jammu and Kashmir with its 40·11 comes next followed by Uttar Pradesh with 38·44% of its total population being served by the neighbouring villages. Then comes from amongst the States, Bihar with 33·89, Madras with 29·62. The percentage is very low in Delhi (5·96), Bombay (8·6), and Kerala (8·46).

Table No. 104 at page 349 gives at a glance a comparative picture of the percentage of population served by the adjoining habitations to the total population in that slab in that State.

It will be noticed that on the whole the general trend of the average for the country as a whole is also manifest in all the States having very low percentages in the higher slab and rising considerably in the lowest. The maximum value (87·5) for the country as a whole is in the population slab below 100 and this is so in all the States except the States of Kerala and Uttar Pradesh where it shifts to the population slab 100-199.

13. *The Final Position.*— After the proposed schools are opened, educational facility at the primary school stage in the habitation itself would be available in 3,32,311 habitations out of 8,40,033 as against 2,29,023 as on 31-3-57. The number of habitations to be served by school in the neighbourhood would rise to 4,80,366 from the former figure of 3,70,962. Of these, 1,50,215 habitations would be served by

independent schools, and they would all have home facility. Of the rest, 6,48,860 would be served by group schools and 13,602 by peripatetic teacher schools. Of the 6,48,860 habitations to be served by group schools, 1,73,248 would have the facility at the door, while the remaining 4,75,612 would have it at some distance. Of these, 2,34,453 would have it at a distance of within half a mile, 2,16,951 would have it within half to one mile, 22,257 within one to $1\frac{1}{2}$ miles and the remaining 1,951 would have it at a distance longer than $1\frac{1}{2}$ miles. Of the 13,602 habitations that would be served by peripatetic teacher schools, 8,848 would have the facility at the door, 1,563 would have it within half a mile, 2,446 within one mile, 683 within one to $1\frac{1}{2}$ miles and 62 at a distance longer than $1\frac{1}{2}$ miles.

As regards the population, of the total population of 27,95,50,946 as may as 20,96,89,595 would have the educational facility at the primary school stage in the habitation itself and 6,78,96,029 in the neighbouring habitation within walkable distance of the child. Of these, 11,55,48,709 would be served by an independent school in them, while 16,03,44,230 would be served by a group school and 16,92,685 by a peripatetic teacher school, thus providing educational facility for a total population of 27,75,85,624 leaving out 19,65,322 without any educational facility even in the neighbourhood.

Speaking in terms of percentages, of the total number of habitations 39·56% would have the school in it and 57·18% would have it in the vicinity, *i.e.* a total 96·74% would have the educational facility either in the habitation itself or in the neighbourhood leaving out about 3·26% of habitations without educational facility, even at a distance even when the proposed schools are opened. Of the total number of habitations, 17·88% would be served by independent schools, 77·24% by group schools and 1·28% by peripatetic teacher schools.

Of the total population 75·01% would have the school in the habitation itself and 24·29% would have it in the vicinity, thus in all 99·30% of the total population would have educational facility either in the habitation itself or in the neighbourhood, leaving out 0·70% of the total population without educational facility even within a distance of about one mile. The percentage of population that will be served by independent schools comes out to be 41·32 by group schools 57·36 and by peripatetic teacher schools 0·61.

Distribution of these 27,356 habitations with a total population of 19,65,322 is considered in the next chapter.

Table No. 95—State-wise distribution of Habitation with and without Educational Facility
(After Planning Position)

States	Independent School		Group School		P.P. Teacher School		School in		School Near		Total served		Not served		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Andhra Pradesh	16,994	33.59	23,932	57.04	810	1.60	27,849	54.99	18,887	37.24	46,736	92.14	3,937	7.86	59,723
Assam	3,718	34.13	14,556	56.99	..	..	14,192	55.56	9,082	35.56	23,274	91.12	2,268	8.88	25,542
Bihar	10,185	9.27	98,787	89.94	397	0.28	37,261	33.92	72,018	65.57	1,09,279	99.49	557	0.51	1,09,836
Bombay	32,515	42.70	37,210	48.86	2,864	3.76	49,300	64.74	23,289	30.58	72,589	95.32	3,562	4.68	76,151
J. & K.	750	6.93	8,951	82.59	87	0.80	2,825	26.06	6,963	64.24	9,788	90.30	1,050	9.70	10,838
Kerala	6,472	60.71	4,001	37.53	70	0.67	7,938	74.46	2,605	24.44	10,543	98.90	117	1.10	10,660
Madhya Pradesh	12,061	14.65	61,983	75.43	3,987	4.86	35,718	43.46	42,313	51.49	78,031	94.95	4,147	5.05	82,178
Madras	7,957	13.60	43,572	83.98	106	0.20	19,832	38.23	39,993	79.57	59,735	97.80	1,146	2.20	51,881
Mysore	11,733	29.09	26,642	66.95	1,201	2.98	21,632	53.62	17,944	44.49	39,576	98.11	761	1.89	40,337
Orissa	7,993	15.36	33,856	75.14	1,522	2.96	21,379	41.54	26,711	51.92	48,081	93.46	3,367	6.54	51,448
Punjab	6,751	24.22	29,391	73.15	82	0.29	12,703	45.59	14,516	52.97	27,224	97.66	652	2.34	27,876
Rajasthan	5,631	12.02	38,713	82.67	1,437	3.97	17,773	37.95	23,008	59.81	45,781	97.76	1,049	2.24	46,830
Uttar Pradesh	22,572	9.58	2,08,716	83.61	569	0.24	59,637	25.32	1,72,220	73.11	2,31,857	98.43	3,698	1.57	2,35,555
Delhi	175	60.55	114	39.45	..	..	220	76.12	69	23.88	289	100.00	..	0.00	289
Himachal Pradesh	123	0.96	12,349	96.69	26	0.20	1,931	15.12	10,567	82.73	12,498	97.85	275	2.15	12,773
Manipur	419	21.33	914	47.43	163	8.46	863	44.79	624	32.38	1,487	77.17	440	22.83	1,927
Tripura	165	3.18	4,373	84.27	371	7.15	1,262	24.32	3,647	70.28	4,909	94.60	280	5.40	5,189
Total	1,50,215	17.88	6,48,860	77.24	13,602	1.62	3,52,311	39.55	4,80,366	57.19	8,12,677	96.74	27,356	3.26	8,40,033

Table No. 96.—State-wise distribution of Population with and without Educational Facility
(After Planning Position)

States	III AB		IV AB		V AB		VI School in		VII School near		Total Served		VII No facility	
	Population	%	Population	%	Population	%	Population	%	Population	%	Population	%	Population	%
Andhra Pradesh	1,57,62,631	60.76	97,58,386	37.62	1,31,009	0.10	2,28,54,701	88.10	27,97,325	10.78	2,56,52,026	98.88	2,89,408	1.12
Assam . . .	47,98,936	57.26	34,22,251	40.83	..	..	69,27,933	82.66	12,93,254	15.43	82,21,187	98.09	1,59,790	1.91
Bihar . . .	88,44,269	24.20	2,76,25,183	75.60	25,973	0.07	2,41,09,061	65.97	1,23,86,364	33.89	3,64,95,425	99.87	47,838	0.13
Bombay . . .	2,31,38,470	66.20	1,10,78,486	31.70	4,59,352	1.31	3,17,70,204	90.61	39,06,104	8.60	3,46,76,308	99.22	2,74,555	0.78
J. & K. . .	5,11,562	18.16	22,19,686	78.78	6,839	0.24	16,07,921	57.07	11,30,166	40.11	27,38,087	97.18	79,529	2.82
Kerala . . .	1,00,71,128	80.42	24,34,779	19.44	7,832	0.06	1,14,54,786	91.47	10,58,953	8.46	1,25,13,739	99.93	8,692	0.07
Madhya Pradesh	72,46,482	31.58	1,49,06,267	64.96	4,80,305	2.13	4,69,96,256	74.07	56,45,798	24.00	2,26,42,054	98.67	30,41,881	1.33
Madras . . .	66,43,884	29.17	1,60,36,726	70.40	13,957	0.06	1,59,46,634	70.00	67,48,033	29.62	2,26,94,667	99.63	84,319	0.37
Mysore . . .	82,66,637	55.02	66,20,285	44.06	1,08,453	0.72	1,26,80,558	84.46	23,04,817	15.34	1,49,95,375	99.80	30,346	0.20
Orissa . . .	47,19,471	33.73	89,22,968	63.78	1,15,110	1.04	1,00,74,164	72.01	37,13,385	26.54	1,37,87,549	98.55	2,02,790	1.45
Punjab . . .	70,08,487	53.13	61,09,389	46.32	11,322	0.08	1,05,81,047	80.22	25,48,151	19.32	1,31,29,198	99.54	60,677	0.46
Rajasthan . . .	38,42,961	29.49	89,36,312	68.57	1,76,439	1.35	99,45,184	76.31	30,10,528	23.10	1,29,55,712	99.40	77,283	0.60
Uttar Pradesh	1,40,44,750	25.70	4,02,45,746	73.64	72,698	0.13	3,33,56,734	61.04	2,10,06,460	38.44	5,43,63,194	99.47	2,87,870	0.53
Delhi . . .	1,63,008	72.04	63,278	27.96	..	..	2,12,800	94.04	13,486	5.96	2,26,286	100.00	..	0.00
Himachal Pradesh	47,086	4.26	10,44,432	94.50	1,816	0.16	3,46,703	31.37	7,46,631	67.56	10,93,334	98.93	11,859	1.07
Manipur . . .	3,18,408	4.92	2,77,242	42.82	19,809	3.06	5,04,580	77.93	1,10,879	17.12	6,15,459	95.05	32,059	4.95
Tripura . . .	1,20,439	15.05	6,42,814	80.34	22,771	0.28	4,10,329	51.28	3,75,695	46.95	7,86,024	98.23	14,129	1.77
TOTAL . . .	11,55,48,709	41.32	16,03,44,230	57.35	16,92,685	0.61	20,96,89,595	75.00	6,78,96,029	24.29	27,75,85,624	99.30	19,65,322	0.07

CHAPTER 33

Habitations without Educational Facility (After Planning)

1. *Educational Facility as a result of Planning.*—As already seen, of the total of 8,40,033 habitations having a total population of 27,95,50,946, as many as 2,29,023 habitations with a population of 16,70,44,295 have one or more schools in them, while 3,70,962 have schools in the neighbouring habitation within walkable distance of the child. Thus in all 5,99,985 habitations with a total population of 23,23,01,692 are being served by schools at the primary school stage whether located in the habitation or within walkable distance of the child. As a result of the proposals made, the number of habitations with schools in them would rise from 2,29,023 to 3,32,311 and the population served would be consequently raised from 16,70,44,295 to 20,96,89,595. Similarly, instead of 3,70,962 habitations served in the neighbouring habitation, the total number to be served after the new schools are started as per the suggestions of the Survey would rise to 4,80,366 with a population of 6,78,96,029. As a result therefore in fact 8,12,677 habitations with a total population of 27,75,85,624 instead of 23,23,01,692 would be having educational facility either in the habitation itself or within walking distance of the child. This would leave as many as 27,356 habitations with a total population of 19,65,322 without any school either in the habitation itself or in the adjoining habitation within walking distance of the child.

2. *Source for Tabulation.*—The information regarding the habitations not served by any school can of course be obtained by subtracting the number of schools served from the total number of habitations. No information regarding their details could be obtained from the School Area Registers, from which the information regarding the habitations served could be collected, for the simple reason that as the habitations not served are not included in any of the school areas, they naturally do not figure in the School Area Register at all. However as every habitation, already served or proposed to be served in future and even those that would remain without educational facility are all invariably entered in the Habitation Register as also in the Slab Register, information regarding the habitations that would be left without educational facility even after planning could be readily obtained from these two Registers. In the Habitation Register, the serial number of the School Area in which the habitation gets included is to be entered in column 9. Naturally therefore the habitations remaining without educational facility even after planning get no school area serial number in this column. This clearly shows in the Habitation Register, habitations that remain without educational facility even after planning. A suitable note made in the remarks column also helped in this respect. In the Habitation Register also, column 14 required the population of the habitation remaining served by no school to be entered. As a result of this, slabwise distribution of all the habitations left without educational facility would be readily obtained from the Slab Register. A suitable note in column 15 giving the remarks in this regard also gives the reasons for not being able to provide educational facility to the habitation.

Besides this, to have a consolidated picture in regard to these unfortunate habitations and further to enable the State authorities to examine carefully all such cases, the District reports have in the appendix a separate list for habitations that are left without educational facility together with the population of these habitations and the reasons for leaving them without a school. It is from these different sources that the information regarding the habitations together with their population, left without educational facility could be tabulated and checked with the figures obtained in the *Tehsil* and District Tables in Form 3 finally consolidated in District and State Table 7 in rows 9-11.

3. *Relaxation of the Limits.*—As already mentioned, these tables show that in the whole of India 27,356 habitations with a total population of 19,65,322 would remain without educational facility under the minimum limit of population and walking distance laid down for the purpose of this Survey. It may be mentioned that in a few cases the population limit of 300 has been brought down slightly to cover the marginal cases. Similarly the distance limit has also been extended in areas where nothing else was possible but after all there being a limit to this, the District and State Officers had to use their discretion as to how far to relax the limits and no further. The number of habitations and population as indicated above remain without educational facility after exercising this direction.

4. *Size of the Habitations without Educational Facility.*—The total number of habitations without educational facility is only 27,356 that is 3.26% of the total number of habitations, i.e., out of every 1,000 habitations about 32 would remain without educational facility as against the present position of 286 out of every 1,000. This, of course, is not a small percentage but it may be mentioned that a majority of these habitations are every small. As a result the total population that would remain unprovided for forms a much smaller percentage. The total population of 19,65,322 that would remain unprovided for is only 0.7% of the total population. That means, of every 1,000 persons the educational facility would not reach 7 persons, as long as the minimum population limit for having a single teacher independent or group school remains at 300 as taken for the Survey.

The average population of these habitations comes to only 73. That means there would be not more than 10 children of school-going age on an average from these habitations. The number would be still smaller as in some cases the census population has further gone down according to the information collected during the Survey.

5. *Statewise Distribution.*—Of the 27,356 habitations, a fairly large number is in Madhya Pradesh and Andhra Pradesh, each forming about 15% of the total. In Madhya Pradesh, there are left 4,147 habitations and in Andhra Pradesh 3,987 habitations without educational facility. In Uttar Pradesh and in Bombay also, the number is fairly high, it being 3,698 in Uttar Pradesh and 3,562 in Bombay, which is just a little over 13% of the total number. In Orissa, 3,367 and in Assam 2,268 (about 8.3%) of the total would be left without educational facility. Thus, these States among themselves account for nearly 77% of the total number of habitation that would be left without educational facility even after planning.

Table No. 105—Rural Habitations that would remain without Educational Facility at the Primary School Stage (After Planning Position)

States	POPULATION SLABS										Grand Total	Percentage to	
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100	Total below 500		Total	Table II
Andhra Pradesh	1	3	134	892	2,957	3,987	2,987	14.57	7.86
Assam	2	15	7	16	51	207	1,970	2,251	2,268	8.29	8.88
Bihar	1	1	7	3	1	15	93	436	548	557	2.04	0.51
Bombay	1	..	..	..	..	2	73	918	2,568	3,561	3,562	13.02	4.68
J. & K.	1	6	13	50	189	791	1,049	1,050	3.84	9.70
Kerala	2	9	24	82	117	117	0.43	1.10
Madhya Pradesh	1	4	114	858	3,140	4,147	4,147	15.15	5.05
Madras	73	250	823	146	1,146	4.19	2.20
Mysore	1	62	698	761	761	2.78	1.89
Orissa	2	49	529	2,787	3,367	3,367	12.31	6.54
Punjab	50	188	414	652	652	2.38	2.34
Rajasthan	41	235	773	1,049	1,049	3.84	2.24
Uttar Pradesh	1	1	4	185	892	2,615	3,679	2,698	13.52	1.57
Delhi	0.00	0.00
Himachal Pradesh	1	3	19	252	275	275	1.01	2.15
Manipur	9	89	342	440	440	1.61	22.84
Tripura	20	260	280	280	1.02	5.40
TOTAL	1	1	3	24	19	48	887	5,465	20,908	27,327	27,356	100.00	3.26
% to TOTAL	0.0	0.0	0.01	0.09	0.07	0.17	3.24	19.98	76.44	99.90	100.0	..	..
% to Table	0.18	0.1	0.01	0.02	0.04	0.06	0.78	2.89	8.23	4.01	3.26	..	..

Table No. 106—Percentage of Habitations that would be left without any Educational Facility at the Primary School Stage
(After Planning Position)

2-3 M of Edu./64

States	POPULATION SLABS									Total below 500	Grand Total
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100		
Andhra Pradesh	0.03	0.1	2.2	10.0	27.5	11.8	7.9
Assam	0.1	0.5	0.5	0.7	1.5	3.6	27.5	1.0	8.8
Bihar	0.1	0.02	0.05	0.04	0.01	0.1	0.4	1.5	0.6	0.5
Bombay	1.3	..	..	..	..	0.02	0.7	6.1	18.5	6.6	4.7
J. & K.	0.1	1.1	1.5	3.5	7.7	19.8	11.2	9.7
Kerala	0.4	1.7	5.1	14.4	4.4	1.1
Madhya Pradesh	0.0	0.0	1.1	4.1	13.9	5.9	5.0
Madras	0.9	2.5	7.9	3.0	2.2
Mysore	0.02	0.8	6.3	2.4	1.9
Orissa	0.04	0.5	4.4	17.7	7.7	6.6
Punjab	1.5	3.8	5.9	3.3	2.3
Rajasthan	0.7	2.2	4.6	2.6	2.2
Uttar Pradesh	0.01	0.01	0.02	0.6	1.4	2.9	1.7	1.6
Delhi
Himachal Pradesh	0.5	0.5	0.7	2.74	2.2	2.2
Manipur	5.1	19.4	47.2	28.0	22.8
Tripura	2.1	8.0	5.7	5.4
TOTAL	0.2	0.0	0.0	0.0	0.0	0.1	0.8	2.9	8.2	4.0	3.3

Table No. 107—Rural Population not served at the Primary School Stage by any Existing and Proposed School in it or near it
(After Planning Position)

States	POPULATION SLABS									Total below 500	Grand Total	Percentage to	
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100			Total	Table II
Andhra Pradesh	400	1,113	31,505	1,19,829	1,36,561	2,89,408	2,89,408	14.73	1.12
Assam	2,216	11,352	3,090	5,197	12,658	28,530	96,747	1,46,222	1,59,790	8.13	1.91
Bihar .	..	3,511	1,050	5,685	1,281	304	3,555	12,701	19,750	37,591	47,838	2.44	0.13
Bombay .	5,569	..	..	..	..	728	16,551	1,25,718	1,25,989	2,68,986	2,74,555	13.97	0.78
J. & K.	963	2,687	4,428	12,152	26,285	33,014	78,566	79,529	4.05	2.82
Kerala	602	2,025	3,228	2,837	8,692	8,692	0.44	0.07
Madhya Pradesh.	423	1,009	34,489	1,17,236	1,51,031	3,04,188	3,04,188	15.48	1.33
Madras	17,167	35,429	31,723	84,319	84,319	4.29	0.37
Mysore	201	8,198	21,947	30,346	30,346	1.54	0.20
Orissa	705	11,910	70,543	1,19,632	2,02,790	2,02,790	10.32	1.45
Punjab	11,665	26,103	22,909	60,677	60,677	3.08	0.46
Rajasthan	9,577	31,994	35,712	77,283	77,283	3.93	0.60
Uttar Pradesh	597	442	1,364	43,767	1,24,384	1,17,316	2,87,273	2,87,870	14.65	0.53
Delhi	0.00	0.00
Himachal Pradesh	354	822	2,601	8,082	11,859	11,859	0.60	1.07
Manipur	2,026	11,527	18,496	32,049	32,049	1.63	4.95
Tripura	2,256	1,873	14,129	14,129	0.72	1.77
TOTAL .	5,569	3,511	3,266	18,598	8,323	15,804	2,10,070	7,56,512	9,53,619	19,34,378	19,65,322	100.0	0.70
% to TOTAL .	00.28	0.18	0.17	0.95	0.42	00.80	10.69	37.99	48.52	98.42	100.00	..	..
% to TABLE .	0.16	00.01	0.01	0.03	0.04	0.06	0.76	2.76	6.93	1.67	0.70	..	..

Table No. 108—Percentage of Population that would be left without any Educational Facility at the Primary School Stage (After Planning Position)

States	POPULATION SLABS									Total below 500	Grand Total
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100		
Andhra Pradesh	0·03	0·1	2·2	9·6	23·8	4·6	1·1
Assam	0·1	0·4	0·4	0·6	1·4	3·4	24·1	4·0	1·9
Bihar	0·11	0·01	0·06	0·04	1·0	0·01	0·34	1·22	0·24	0·13
Bombay	1·2	..	..	..	..	0·02	0·6	6·00	15·8	2·5	0·8
J. & K.	0·16	1·07	1·49	3·02	7·49	16·53	5·61	2·82
Kerala	0·4	1·5	4·8	12·2	1·2	0·1
Madhya Pradesh	0·1	0·8	1·1	3·9	12·2	2·4	1·3
Madras	1·0	2·5	5·6	1·1	0·4
Mysore	0·02	0·7	4·0	0·5	0·2
Orissa	0·04	0·63	4·04	1·47	2·62	1·45
Punjab	0·16	0·30	0·45	0·1	1·11
Rajasthan	0·7	2·1	4·2	1·29	0·6
Uttar Pradesh	0·02	0·59	1·43	2·28	0·90	0·53
Delhi
Himachal Pradesh	0·3	0·5	0·8	2·0	1·2	1·1
Manipur	4·8	18·2	45·8	14·2	5·0
Tripura	1·8	7·4	2·9	1·8
TOTAL	0·16	0·01	0·01	0·03	0·04	0·06	0·76	2·76	6·93	1·67	0·70

As regards the States and Territories having the least number of habitations that would be left without educational facility, the Union Territory of Delhi ranks first as none would be left without any facility in it. Next to it comes Kerala with only 117 habitations, mostly in water-logged and hilly areas, remaining without a school in the vicinity. In Himachal Pradesh, there would be 275 and 280 in Tripura, Manipur leaves out 440, Bihar 557, Punjab 652 and Mysore 761.

6. *Population without Educational Facility.*—The actual number of habitations is certainly important as it indicates the size of the problem. At the same time it is but natural that in smaller States and territories, the number that would be left without facility would be small and in bigger States like Uttar Pradesh, Bombay, Madhya Pradesh, etc., the number is bound to be bigger, though compared to the total number of habitations the number left without educational facility may not be as high as it appears. It may be that some of the habitations may be small and others big and hence the population needs to be considered.

As already stated in the bigger States, the number of habitations is bound to be bigger and hence to have a correct idea as to which State has proportionately a larger number of habitations left without educational facility even after planning, it is necessary to compare these figures of habitations and population with the total number of habitations and population in the respective States.

7. *Their Proportion to Total.*—Compared from this point of view, though only 440 habitations, forming hardly 1·6% of the total number of habitations left without educational facility are in Manipur, they form a little less than one-fourth of the total number in that State. In Jammu and Kashmir, the percentage is also pretty high, it being 9·7% of the total number of habitations left without educational facility. Next comes Assam where 2,268 i.e. 8·88% of the habitations are left out. In Andhra Pradesh the 3,987 habitations form 7·86%. In Orissa the 3,367 habitations form 6·54%, in Tripura the 280 habitations form 5·40%, in Madhya Pradesh 4,147 form 5·05% and in Bombay 3,561 habitations form 4·68%. The smallest percentage is noticeable in Bihar and though the number is 557, the actual percentage works out to only 0·51. In Kerala, it is 1·1, in Uttar Pradesh 1·57 and in Mysore 1·89.

8. *Cases in Slabs above 300.*—Though in accordance with the conditions laid down all these habitations are bound to be in the lower slabs of population, it would be interesting to find in which slab the number is the maximum. Out of 27,356 habitations left without educational facility, 29 are in the population slab 'above 500', and 67 in the population slab 300-499. Ordinarily, not a single habitator in accordance with the targets and principles laid down ought to be noticeable in these slabs.

Of the 29 habitations in the population slabs above 500, one is from Bombay. This is an apparent deception because the habitator which according to the census has a population of 5,569 has actually a population of only 30. It ought to have gone in the last population

slab but as the District Survey Officer did not make the necessary correction, it has vitiated the statistics here. In the case of the other 28 habitations also the present population has been noticed to be considerably lower now though the Census population was then correct and hence they were retained by the officers in the respective slabs by showing in the remarks column the present population. The following particulars regarding the actual population as recorded in the census and noticed at the time of the Survey in regard to the villages in Bihar would bear out the point.

District	Habitation	Census Population	Present Population
Shahabad	Melishua	541	9
"	Suaraha	3,511	17
"	Margohi	995	22
"	Navayanganj	999	19
Monghyr	Paisa	530	80
"	Kashastari	1,050	50
"	Goli	434	76
"	Babuderia	936	4
"	Bharbhadandari	720	8
Singbhum	Bira	441	6
"	Ghagra	965	40
Ranchi	Dhurata	406	51
		5,682	385

The figures above speak for themselves. The two habitations in Assam in the population slab 1,000 and above had a total population of 2,215 then and the 15 habitations in the lower slab had a total population of 11,352 but the population of these has also sufficiently decreased as in the case of Bihar.

As regards the habitations in the slab 500-999, 15 are from Assam, 7 from Bihar, one each from Jammu and Kashmir and Uttar Pradesh, making a total of 24. Their total population is 18,598.

In the population slab 400-499, of the 19 habitations left without educational facility as many as 7 with a total population of 3,090 are from Assam, forming 0·5% of the habitations and 0·4% of the population. In Jammu and Kashmir, there are 6 with a total recorded population of 2,687. In Bihar, there are three with a population of 1,281, in Madhya Pradesh and Uttar Pradesh, one each with population of little over 400.

In the next population slab of 300-399, out of the total of 48, Assam accounts for 16 with a population of 5,197, Jammu and Kashmir 13 with a population of 4,428, Madhya Pradesh for 4 with a population of 1,009 (the mistakes in the population of one of these in Hoshangabad district could not be reconciled) and Uttar Pradesh for 4 with a population of 1,364. From Andhra Pradesh come 3 with a population of 1,113 and Bombay, Kerala and Orissa, each accounting for 4 with a population of 600-700. From Bihar and Himachal Pradesh, there is only one habitation each from this slab.

It will thus be seen that there is no habitation remaining without educational facility in the population slab above 300 in the States of Madras, Mysore, Punjab, Rajasthan, Delhi, Manipur and Tripura.

9. *In Slabs 'below 300'.*—In the population slab of 200-299, only 887 habitations have been left out. They form only 0.78% of the total number of habitations in this slab. Thus out of every 1,000 habitations with a population of 200-300, hardly about 8 would be left out without educational facility. Most of them were reported to have since become smaller.

In the population slab 100-199, all 5,465 habitations (forming 19.98% of the total number of habitations left without educational facility) that is about 2.9% of the total number of habitations in this slab, remain without educational facility. Of these, the maximum number is in Bombay, there being 918, next in order come Andhra Pradesh and Uttar Pradesh each with 892, Madhya Pradesh 858, Orissa 529, Madras 250, Rajasthan 235 and Assam 207. The least number is in Himachal Pradesh where only 19 are left out. In Tripura were 20 and in Kerala 24. If the percentage of these to the total number of habitations in those slabs in the respective States be found, it is noticed that the highest percentage is in Manipur, *viz.*, 19.4, in Assam 3.6, in Jammu and Kashmir 7.7 and 5.1 in Kerala. In Uttar Pradesh it is only 1.4 and in Bihar 0.4 and Himachal Pradesh 0.7.

As regards the last population slab, where of course the maximum number of habitations without educational facility could be expected, the number is 20,908 forming 76.44% of the total number of habitations not served. They form 8.23% of the total number of habitations in this slab. Of these, the highest is in Madhya Pradesh, there being 3,140 habitations with a population of 1,51,031. These habitations form 13.9% of the total and the population forms 12.2% of the total. Next comes Andhra Pradesh with 2,957 habitations forming 27.5% of its total. The population so left out in these small habitations is 1,36,561 forming 23.8% of the population in these small habitations. Next comes Orissa with 2,787 habitations forming 17.7% of the total number of habitations. Their population is 1,19,632 forming only 1.47 of the total population of this slab. In Bombay, the number of habitations left out is 2,568, in Uttar Pradesh 2,615 and in Assam 1,970. In Assam they form 27.5% of the habitations in this slab and 24.1% of the population while in Uttar Pradesh the habitations are only 2.9% of those in the slab and the population in them is 2.28% of the population in the slab. These States among themselves account for 16,037 habitations, *i.e.* nearly 80% of the total number of habitations. A large percentage of the

population in the last slab remains unprovided particularly in Manipur, the percentage being 45·8. In Jammu and Kashmir, it is 16·5 and in Kerala 12·2.

If the population left without educational facility in the different population slabs be compared to the total population in the respective slabs, then the percentage is found to be 6.93 in the last slab. This falls to 2.76 in the slab 100-199 and to 0.76 in the slab 200-299 and in the higher slabs it becomes a small fraction.

As already pointed out, 29 habitations in the population slabs above 500 and 67 habitations in the slab between 300-500 have been left out, their actual population is much lower and that is why they have been left out. So is the case regarding some of the habitations in the population slab 200-300 also. Even if the last mentioned are left out, the total population of habitations unprovided for in the slabs 'above 500' comes to 30,944 and that in the next lower two comes to 24,127, the two together forming 55,071. Some of these habitations have, as already pointed out subsequently sufficiently depleted. In the case of a few, the population is said to be mostly nomadic and the original habitations have a very meagre population at present. Though the transfer of these habitations to their appropriate present population slab will in no way effect the number of habitations remaining unserved, the percentage of population remaining unserved will appreciably fall down. In some cases the population is spread out wide apart in small houses in the hilly area. In others these are small pockets in forests or water-logged areas and the population has been continuously dwindling down.

In regard to the habitations in the last slab, they have remained unprovided when every effort to tag them on to an existing group or school or even to group them together to form two groups for a peripatetic teacher school have failed. In a majority of the cases, the population is reported to be considerably dwindling and most of them are either in hilly areas, or waterlogged areas or in forests. In some cases, the inhabitants are nomadic moving from place to place and thus changing the location of the habitation. In some cases, the total population is not concentrated at one place but a few houses here and there separated from one another by long distances and hence even though the habitation appears in the population slab 200-299, actually the population is scattered over a pretty large area and for this reason the District or the State Special Officers reported their inability to provide for them. It is not unlikely that in a few cases a better way out could be found had it been possible to make an on the spot enquiry about the situation and local conditions.

10. *In Districts.*—Limitations of space do not permit giving details about the districts in regard to the habitations without educational facility. However a few outstanding features in the different States are mentioned here.

In Andhra Pradesh, out of a total of 3,987 habitations more than 40% viz. 1,651 are from the district of Vishakapatnam itself and of these again 1,400 are from the population slab 100 and lower and their total population is 58,516. The other districts where the number is comparatively high are Chittoor, and Godavari East—Godavari West

on the other hand has only one left without educational facility. So is Guntur North but Guntur South has none. In the district of Vishakapatnam again two habitations without educational facility in the population slab 400-499 remain, 3 in the slab 300-399 and 17 in the slab 200-299.

In Assam, out of a total of 2,268, the maximum number is in the district of United Khasi Jaintia Hills, the number being 606 all belonging to the population slab 'below 100'. Next in order comes the districts of Garo Hills, United Mikir and North Cachar Hills.

In Bihar, of the total of 557 habitations left without educational facility, 112 belong to the district of Palamau, 106 to Ranchi and 101 to Santhal Paraganas. Except 7 from Palamau and 26 from Ranchi, all these belong to the last population slab. In the district of Saran, Patna and Muzaffarpur, none is left out while in the districts of Darbhanga, Dhanbad and Saharsa, there is only one each. The habitations in the last slab which are left without educational facility, are very tiny as the population of the 436 habitations left out is 19,750, giving an average of a little over 45.

In Jammu and Kashmir, of the total 1,050 left out, 309 are from the district of Doda and 266 from the district of Udhampur. Kathua has only 161 and Jammu 113. In the district of Anantnag, there are 18 and next in Baramulla, 15. Out of these 15, however, one each is in the population slabs 500-599 and 400-499 and two in the slab 300-399. This is the former recorded population, the exact present population being much lower. In Kerala, the largest number is in the district of Kottayam. In the Kottayam district, out of the 83 left out, two are in the slab 300-399, 54 are in the last slab with a population of 1,834 giving an average of 34. Of the 25 in the Trivandrum district, 23 with a total population of 707 are in the last slab.

In Madhya Pradesh, out of the total of 4,147 habitations left out, the maximum number of 497 is in the district of Chindwara and of these 338 are in the last slab and 126 in the slab 100-199. The district of Bastar accounts for 431. Of these 355 are in the last slab and the district of Drug has 246 and the district of Serguja 212. Most of these again are in the last population slab. The least number of habitations, left without educational facility, is found in the district of Bhilsa and Shahjpur with 5 each and Datia has only 9.

In the State of Orissa, of the 3,367 habitations, 1,053 are in the district of Phulbari or Ganjam Agency. Of these 962 are in the last slab with a total population of 36,204 giving an average of less than 40 per habitation. Another district where the number of habitations left out is very high is Kalahandi. A fairly large number in the last population slab is also found in the district of Sambalpur where there are 351 out of a total of 408 in the last slab.

In the Punjab, out of the total of 652 such habitations, Kangra district having 354 alone claims more than 50%. Of these, 249 are in the lowest slab with a total population of 14,705. On an average, these are larger habitations compared to those in the other States already mentioned. There is none in the slabs above 300 and only 50 are in the slab 200-299 in all the district taken together. The average population of these is about 230.

In the State of Rajasthan, out of 1,049 habitations left out, 168 are in the district of Barmer. Out of these, 120 are in the last slab, 40 in the slab 100-199. Next in order comes the desert district of Jaisalmer with 161 habitations out of which 132 are in the lowest slab. The district of Kotah has 125 and Udaipur 130. In the slab 200-299, there are in all 41 out of which 6 each are in the district of Bikaner and Kotah, 8 in Barmer and 5 each in the district of Churu and Ganganagar. All these districts are on the western side of Rajasthan which is more or less of desert type and the habitations are smaller and spread apart.

In the Union territories, out of a total of 995 habitations, 280 are from Tripura and of these 260 belong to the last slab. From Manipur, there are 440, of which are 342 in the last slab and the remaining 275 from Himachal Pradesh, there being none in Delhi. Of these 275 again, 110 are from the Mahasu district and 104 from Mandi. Out of the 110 from Mahasu, 106 belong to the last slab with a total population of 3,567 giving an average of about 34 per habitation. The 95 habitations of Mandi in the last slab have a total population of 2,264 giving an average of about 23 per habitation.

It will thus be seen that though as many as 27,356 habitations have been left out without educational facility even after planning, a large majority of them are very tiny and scattered far away and even in those which appear to be bigger in size, the actual population at present is comparatively much lower.

11. The Survey results have so far shown the habitations that could be actually served with the existing schools by independent, group or peripatetic teacher schools in the habitation itself or in the vicinity as also those that could be served if and when new schools are started as proposed. What however remains to be seen is the extent to which the existing locations of the schools are provided with teachers and necessary accommodation, commensurate with the total number of children that could be enrolled and the extent to which local and non-local pupils (boys and girls), are actually taking advantage of the same and if they do not, what exactly is the shortfall and to what extent the existing staff can take an additional number of pupils and if all the children of school-going age from these habitations in the existing schools are to be enrolled, what additional staff may be required to man the schools. To this problem we turn in the next chapter.

Table No. 111 Consolidated Statement showing Slabwise Distribution of Habitations according to the Nature of Educational Facility they would have after Planning

Served by	POPULATION SLABS									Total below 500	Grand Total
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100		
Independent Schools	401	7,707	24,406	53,417	19,762	25,571	11,995	5,907	1,049	64,284	1,50,215
Group Schools:—											
(a) In it	146	3,727	16,078	44,938	19,516	25,983	29,930	24,154	9,776	1,08,359	1,73,248
(b) Within ½ M	4	106	692	5,010	7,509	15,460	32,807	69,881	1,02,984	2,28,641	2,34,453
(c) Within 1 M	1	21	203	2,051	2,661	6,429	33,118	71,060	1,01,407	2,14,675	1,26,951
(d) Within 1½M	..	..	3	46	147	398	2,690	7,078	11,895	22,208	22,257
(e) Within 2M	..	1	..	2	2	11	229	599	1,107	1,948	1,951
Total Group Schools	151	3,855	16,976	52,047	29,835	48,281	98,774	1,72,772	2,26,169	5,75,831	6,48,860
P. P. Teacher Schools:—											
(a) In it	..	..	1	6	84	240	2,065	4,552	1,900	8,841	8,848
(b) Within ½ M	..	..	..	1	..	2	27	204	1,328	1,562	1,563
(c) Within 1 M	..	..	..	..	..	2	33	324	2,087	2,446	2,446
(d) Within 1½M	..	..	..	..	..	2	9	100	572	683	683
(e) Within 2 M	..	..	..	..	..	..	..	4	58	62	62
Total P. P. Teacher Schools	..	..	1	7	84	246	2,134	5,185	5,945	13,594	13,602
School in it	547	11,434	40,485	98,361	39,362	51,794	43,990	34,613	11,725	1,81,484	3,32,311
School near it	5	128	898	7,110	10,319	22,304	68,913	1,49,251	2,21,438	4,72,225	4,80,366
Total served	552	11,562	41,383	1,05,471	49,681	74,098	1,12,903	1,83,864	2,33,163	6,53,709	8,12,677
No School	1	1	3	24	19	48	887	5,465	20,908	27,327	27,356
Grand Total	553	11,563	41,386	1,05,495	49,700	74,146	1,13,790	1,89,329	54,071	6,81,036	8,40,033

Table No. 112—Consolidated Statement showing percentage of Habitations according to the Nature of Existing and Proposed Educational Facility at the Primary School Stage after Planning

Served by	POPULATION SLABS									Total below 500	Grand Total
	5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100		
Independent Schools . . .	72.51	66.65	58.97	50.62	39.76	34.49	10.54	3.12	0.41	9.44	17.88
Group Schools :											
(a) In it	26.40	32.23	38.85	42.60	39.27	35.04	26.30	12.76	3.45	15.91	20.62
(b) Within ½ Mile	0.72	0.92	1.67	4.75	15.11	20.85	28.81	36.91	40.53	33.57	27.91
(c) Within 1 Mile	0.18	0.18	0.49	1.94	5.35	8.67	29.10	37.53	39.91	31.52	25.83
(d) Within 1½ Mile . . . . .	..	..	0.01	0.04	0.30	0.54	2.38	3.74	4.68	3.26	2.65
(e) Within 2 Miles . . . . .	..	0.01	0.00	0.01	0.00	0.02	0.20	0.31	0.44	0.29	0.23
Total by Group Schools	27.31	33.34	41.02	49.34	60.03	65.12	86.80	91.25	89.02	84.55	77.24
P. P. Teacher Schools :—											
(a) In it . . . . .	..	..	0.00	0.01	0.17	0.32	1.81	2.40	0.75	1.30	1.05
(b) Near it . . . . .	..	..	0.00	0.00	..	0.01	0.06	0.33	1.59	0.70	0.57
Total by P.P. Teacher Schools	..	..	0.00	0.01	0.17	0.33	1.88	2.74	2.34	2.00	1.62
Schools in it	98.9	98.9	97.8	93.2	79.2	69.9	38.7	18.3	4.6	32.6	39.6
Schools near it	0.9	1.4	2.2	6.7	20.8	30.0	60.6	78.8	87.2	69.3	57.2
Total served	99.8	100.0	100.0	100.0	100.0	99.9	99.2	97.1	91.8	96.0	96.7
Not served	0.2	0.0	0.0	0.0	0.0	0.1	0.8	2.9	2.2 ¹	4.0	3.3

Table No. 113—Consolidated Statement showing the Slabwise Distribution of Population (with percentage) according to the Nature of Educational Facility at the Primary School Stage it would have after Planning

Served by	P or %	POPULATION SLABS										Total below 500	Grand Total
		5,000 & above	2,000 to 4,999	1,000 to 1,999	500 to 999	400 to 499	300 to 399	200 to 299	100 to 199	Below 100			
Independent Schools	P %	25,41,743 71·83	2,13,20,597 67·10	3,30,06,441 59·39	3,69,84,537 50·94	88,54,729 40·07	88,48,739 34·73	30,10,126 10·88	9,08,684 3·36	73,203 0·53	2,16,95,481 18·69	11,55,48,709 41·32	
Group Schools	P %	9,91,299 28·01	1,04,51,034 32·86	2,25,61,113 40·60	3,55,92,744 49·03	1,31,95,956 59·72	1,62,26,241 64·87	2,30,45,529 86·53	24,6,61,630 91·14	1,24,18,664 90·25	9,07,48,040 78·19	16,03,44,230 57·36	
P. P. Teacher Schools	P %	.. ..	.. ..	1,301 0·00	4,739 0·01	38,065 0·17	85,438 0·34	5,07,083 1·83	7,41,050 2·74	3,15,000 2·29	16,86,645 1·4	16,92,685 00·61
School in it	P %	35,02,718 98·98	3,14,19,730 98·88	5,43,89,871 97·87	6,79,78,735 93·63	1,75,86,592 79·59	1,79,05,486 70·28	10,90,602 39·41	52,26,423 19·32	7,73,338 5·62	5,23,98,441 45·14	20,96,89,593 75·01	
School near it	P %	30,324 0·86	3,51,811 1·11	11,78,984 8·12	46,03,185 6·34	45,02,128 20·377	75,54,932 29·66	1,65,38,136 59·84	210,82,941 77·92	1,20,33,558 87·45	6,17,31,725 53·19	6,78,96,029 24·29	
Total Served	P %	35,33,042 99·84	3,17,71,541 99·99	5,55,68,855 99·99	7,25,82,020 99·97	2,20,88,750 99·96	2,54,60,418 99·94	2,74,62,738 99·25	2,63,11,364 97·24	1,28,06,896 93·07	11,41,30,166 98·33	27,75,85,624 99·30	
Not Served	P %	56 0·16	3,551 0·01	3,266 0·01	18,598 0·03	8,323 0·04	15,804 0·06	2,10,070 0·75	7,46,512 2·76	9,53,669 6·93	19,34,378 1·67	19,65,322 0·70	
TOTAL		35,38,611	3,17,75,052	5,55,72,121	7,26,00,618	2,20,98,073	2,54,76,222	2,76,72,808	2,70,57,876	1,37,60,565	11,60,64,544	27,95,50,946	

Table No. 109—Habitations and Population served by Existing School at the Primary School Stage

States	Habitation with Schools					Population of Habitations with Schools				
	In them		In the neighbourhood		Total	In them		In the neighbourhood		Total
	No.	%	No.	%		No.	%	No.	%	
Andhra Pradesh	22,708	60·61	14,757	39·39	37,465	2,10,29,875	90·19	22,83,709	9·81	2,33,18,584
Assam	11,001	59·44	7,507	40·56	18,508	55,60,463	80·02	13,83,262	19·98	69,48,725
Bihar	26,351	30·18	60,956	69·82	87,307	1,86,01,873	59·25	1,27,95,214	40·75	3,13,97,087
Bombay	40,528	66·75	20,212	33·25	60,740	2,88,20,646	90·04	31,36,513	9·96	3,20,07,159
J. & K.	1,884	27·34	5,007	72·66	6,891	12,39,156	38·53	2,78,77,943	41·47	21,17,099
Kerala	5,751	63·27	3,339	36·73	9,090	90,70,814	80·05	22,60,177	19·95	1,13,30,991
Madhya Pradesh	20,284	45·47	24,974	54·53	35,798	1,20,75,537	77·65	34,75,646	22·35	1,55,51,183
Madras	17,979	39·25	27,827	60·75	45,806	1,52,27,351	70·66	63,23,102	29·34	2,15,50,453
Mysore	17,875	54·16	15,130	45·84	33,005	1,16,50,948	84·51	21,35,321	15·49	1,37,86,269
Orissa	15,032	38·21	24,310	61·79	39,342	77,94,028	63·74	44,34,679	36·26	1,22,28,707
Punjab	11,229	47·82	12,252	52·18	23,481	1,00,09,847	80·89	23,64,717	19·11	1,23,74,564
Rajasthan	8,933	37·14	15,117	62·86	24,050	69,82,778	80·69	16,71,262	19·31	86,54,040
Uttar Pradesh	26,168	16·83	1,29,297	83·17	1,55,465	1,77,84,482	45·72	2,11,15,677	54·28	3,89,00,159
Delhi	190	74·80	64	25·20	254	1,94,553	93·91	12,619	6·09	2,07,172
Himachal Pradesh	1,004	12·56	6,988	87·44	7,992	1,98,033	28·12	5,03,217	71·88	7,04,270
Manipur	671	58·10	484	41·90	1,155	4,53,199	82·46	96,429	17·54	5,49,628
Tripura	895	24·61	2,741	75·39	3,636	3,50,692	51·91	3,24,910	48·09	6,75,602
TOTAL	2,29,023	38·17	3,70,962	61·83	5,99,985	16,70,44,295	71·90	6,52,57,397	28·10	23,23,01,692

CHAPTER 34

Scholars in Rural Primary Schools

1. *Enrolment in Schools.*—As pointed out in the beginning, the main objective of the Survey was to identify and enumerate all habitations and to delimit the school areas for the existing schools at the primary, middle and high school stages and to propose suitable locations for those not served so that with the minimum of such location the maximum possible benefit could be derived. However, it was considered advisable also to collect incidentally, information through the good offices of the State Survey Officers regarding the number of local and non-local boys and girls enrolled in the schools at the primary, middle and high school stages as also the number of men and women teachers employed in them and the accommodation in terms of school rooms and total floor-space available there. Information collected by them through the headmasters of the schools either directly or through the agency of the local inspecting officer was tabulated by them in Form No. 7A, 7B and 7C in a common proforma, a copy of which will be found in Appendix I. Information regarding boys' and girls schools and the number of pupils enrolled in them in urban schools was collected in Form 6, copy of which is also in Appendix I.

This was to assist the local educational officers to find out the extent to which the existing facilities are being taken advantage of by the local and non-local boys and girls, and the number of additional local and non-local pupils that could be enrolled with the existing staff and accommodation, and the additional facilities that would be necessary if and when all the local and non-local children of school-going age could be enrolled.

It is impossible to do justice in this report to the valuable mine of information that has been collected for the first time for each individual school in this regard. However, an attempt has been made here to present just a gist of the salient features disclosed by the State totals and the averages and percentages struck. They have, of course, to be interpreted with caution as there are marked variations not only from State to State, district to district and in the same district from *Tehsil* to *Tehsil*, but from school to school also. Notwithstanding this, certain trends, indicated by the data, are mentioned in brief here.

2. *Information in Annual Reports Inadequate.*—The periodical educational reports give the number of schools by 'types' and not by the 'stages' of instruction. Their distribution in the different urban and rural areas is also difficult to find out. Even as regards the pupils, the information is mainly according to the 'type' of institutions, though the statistics are compiled from the age-standard tables giving the strength of pupils according to the 'stages' of instruction. The break-up of these according to urban and rural areas is again not advisable. As regards the teachers, again, the information is available according to the institutions by types and not by stages. Consolidated figures regarding the number of children from rural areas attending all the schools is available and also the number of

pupils in rural areas. But how many of these are local and how many non-local, again, cannot be known from the data. In order to have the necessary data for evaluating the extent to which the existing facilities have been utilised and the shortfalls and the backloads, if any, in each individual school area, information had to be collected independently and collated in Form 7A for primary school stage. The information, in the first instance, was filled in by the village school masters in Form C/2 which required them to enumerate the number of boys and girls attending from each of the adjoining habitations at the primary and the middle school stages as also the total number of pupils in the school at the two stages. This information coupled with the information collected by the Survey Officers directly from schools or through the Assistant Inspectors of the beat, helped them to compile the data regarding education in rural areas as on 31st of March, 1957 in Form No. 7A. Similarly, information was also collected for the middle school stage in the same proforma in Form 7B and for the high school stage in Form 7C in the same proforma.

3. *Nature of Information Collected.*—As will be seen from the specimen of the Form in Appendix I, it gives in the first place the name of the school area and also the name of the habitation, (which is generally the same as the name of the school area) in which the school is situated. The names of the school areas are arranged in the order in which they occur in the School Area Register, the only difference being that in this list only those school areas where the primary school already exists were entered and not those where one is proposed but not actually started before the 31st March, 1957. The name of the habitation where the school was actually located had to be inserted as in some school areas there were more than one habitation having a primary school. The total number of habitations served by the schools in the area were then mentioned as also the population in each of the habitation having the school in it and the total population of the school area taken as a whole. As information about the enrolment of local and non-local boys and girls and the number of teachers was necessary in each one of the institutions where there were more than one school in a given area, they were first seriatim numbered and first the total number of boys' and girls' schools were entered and against each serial number of the school, the number of local and non-local boys and girls as also their totals and the number of classrooms, the total area in sq. ft. and the number of men and women teachers were entered. Where a school provided facilities at more than one stage including the primary stage, the figures regarding the number of classrooms, the floor space and the teachers were separately obtained and where the rooms as well as the teachers formed a common pool, the number was indicated by proportionately dividing the number of classrooms, floor-space, teachers etc. according to the number of classes, the provision of teachers and the time schedule, etc.

4. *Reconciliation of Data from the Two Sources.*—Information regarding the number of habitations and the population of the habitations having one or more schools in them as also the habitations having them in the vicinity could be available from the district and State tables VI. Information obtained from these two sources was found to differ in some cases for varied reasons. In the first place, Table VI included rural areas served by urban schools, while Form

No. 7A included only the habitations and population served by rural schools. This factor, however, could not affect considerably at the primary school stage. When the teachers or the beat inspectors gave figures for habitations served by schools in the vicinity, on the one hand, they dropped the habitations from which no pupil attended the school even though those habitations, according to the Survey, fell in that school area, and on the other hand they included habitations outside the school area—some falling in the other school areas and some treated as not served, being more than one mile away from the existing school. Thus, some habitations to be treated as served were dropped and others which were not considered as served were counted, and what was worse, some were counted twice as pupils from them attended schools in two different habitations. In view of this, for purposes of this study, it was considered advisable to use the figures for school areas—both habitations and population served—from Table VI only. Thus the difference in the number of habitations arrived at from the two sources occurs only in regard to the habitations served by the school in the vicinity. Reconciling the two figures was not entirely an impossibility as the District Survey Officers had, in Form 7A, indicated the names of the habitations included by them for the purpose, and this could have been compared with the School Area Registers and by carrying out the additions and subtractions necessary, reconciled figures could have been obtained. However, the time and energy involved in this reconciliation was not commensurate with the object in view. Moreover, as the data in Table VI regarding habitations and population was to be the ultimate pattern and the requirements were to be calculated on that basis, figures for the habitations and population served by a school in the vicinity were straightaway taken from Table VI.

5. *Habitations with Schools in them and in the Vicinity.*—Of the total of 5,99,985 habitations served by schools, 2,29,023, that is 38.17% had schools in them and the remaining 3,70,962 forming 61.83% were served by schools in the vicinity. The proportion of habitations with schools in them and in the vicinity varies considerably from State to State from this average for the country taken as a whole, so much so that in the States of Andhra Pradesh, Assam, Kerala, Mysore and Delhi the number of habitations with schools in them is much more than the number of habitations served by schools in the neighbourhood. The position could be seen at a glance in Table No. 109. In Uttar Pradesh, of the total number of habitations having educational facility at the primary school stage, 16.83% have it in the habitation and they serve nearly five times their number. In Tripura, on an average, each habitation with a school serves three others. In Jammu & Kashmir, every three habitations serve about 8, while exactly opposite is the case in Delhi, as, of the total number of habitations, about 75% are served by schools in them and the remaining 25% by schools in the neighbourhood. In Bihar, the proportion is 3:7, while in Orissa, Rajasthan and Madras, it is nearly the same as for India. In Andhra Pradesh and Kerala, it is just the reverse. In Bombay, for every two habitations having a school, there is one that is served by the school from the neighbouring habitation. It would be interesting to compare these figures with the figures for the hypothetical distance between rural habitations indicated in an earlier chapter.

6. *Population with School in the Habitation and in the Vicinity.*—

It will be seen from Table No. 109 that, of the total population of 23,23,01,692, as many as 16,70,44,295, that is 71.9% have got home facility at the primary school stage, while the remaining 6,52,57,397 have it in the adjoining habitation. The proportion in the habitation is more than reverse in the case of population and this is but natural as habitations having a school in them are generally bigger and those tagged on belong mostly to the lower population slabs.

The proportion of local and non-local population of course varies from State to State. The percentage of population served by school in the vicinity is very low in the States of Andhra Pradesh, Mysore, Delhi and Manipur. In Assam, Kerala, Madhya Pradesh, Punjab and Rajasthan, it is also lower than the all-India average, while in Madras, it is slightly higher, the all-India average being 28.10% and that in Madras being 29.34%. In Bihar and Jammu & Kashmir, it is above 40%, while in Uttar Pradesh it is 54.3% and in Himachal Pradesh about 72%. This gives an idea of the extent to which the existing location of schools can reach the local and non-local population.

7. *Schools by 'Types' and 'Stages'.*—As regards the existing schools, their number is given in the Annual Statistical Reports published, but the number of schools indicated therein are according to the 'types' and not according to the 'stages' of instruction, and hence they do not give any precise idea regarding the number of schools available at the primary, middle or high school stage. Under the category of primary schools are included only those that are junior basic or lower elementary schools and not the other schools such as the full-fledged elementary schools, the middle schools and high schools having the primary school classes. To have, therefore, a precise idea of the number of institutions available at each stage, a middle school or a full-fledged elementary school having both the primary and middle school classes had to be considered separately as a school both at the primary school stage and the middle school stage. Similarly, a high school having both the primary and the middle school classes had to be counted separately at the primary, middle and high school stages as it provided educational facility at each of these three stages.

Really speaking, even this is not adequate, because some schools are big and some are small—some so small as to have only one teacher for all the four or five classes. What is, therefore, really significant in such studies is the number of divisions or classes available in each standard, so that the adequacy or otherwise of the existing facility could be evaluated. There is still another difficulty as some schools have a four-years' Primary School course and others have it for five years, and hence comparison of the number of schools has its own difficulties. However, for the present purpose, there is no other alternative except taking the data as available.

8. *Schools and Habitations with Schools.*—As will be seen from Table No. 115, there are in all 2,50,171 schools available at the primary school stage in 2,29,023 habitations. It is but natural that the number of schools should be larger than the number of habitations as bigger habitations have more than one school. It appears that, on an average,

10 habitations have 11 schools. In some habitations there would be girls' schools. It may incidentally be noted that the state of affairs regarding the educational statistics does not appear to be quite satisfactory and one may find even the number of schools obtained from different sources differing. What appears essential is to evolve some standardised procedure for enumerating the existing schools.

9. *Boys' Schools and Girls' Schools.*—In most of the States, at the primary school stage for children of the age 6 to 11, there are generally no separate schools for boys and girls, and girls do attend the boys' schools. Really speaking, these are neither boys' nor girls' schools, but mixed or co-educational schools. However, if a school is started mainly for girls or in some cases, if the percentage of girls is above 50, the school is treated as a girls' school. Separate girls' schools are established only in bigger villages, but there have been found cases of a separate girls' school existing even in smaller habitations and a few cases where there was no boys' school, a girls' school existed.

In the whole country, out of the 2,50,171 schools, only 7,982 were girls' schools, the remaining 2,42,189 being boys' schools or mixed schools. Thus the percentage of girls' schools comes to about three of the total number of schools. Educational statistics do indicate that not only girls attend boys' schools, but also boys attend girls' schools.

These 7,982 girls' schools are not evenly distributed in all the States. In the first place, the figure includes no schools from Bihar, as separate figures were not submitted by the State Survey Officer. The same is the case regarding Kerala, though in all these States there exist schools, as known from experience, where only girls attend. In Himachal Pradesh and Tripura, only 7 girls' schools were reported while from Manipur only 34 and Delhi 63. As regards the States, the number is least in Madras, it being only 26. The maximum number of girls' schools is noticed from Uttar Pradesh, there being 1,974. Next comes Punjab with 1,403 and Madhya Pradesh with 1,179. In Bombay, there were only 830 and in Assam 724. Mysore had 673. Comparing these with the total number of schools in the respective States, it will be seen that in Delhi, for every three boys' schools, there is one girls' school. In the Punjab, about 1/9th of the schools are girls' schools.

10. *Enrolment in Schools.*—What matters is not so much the number of schools, but the actual enrolment of children. Even here, as the annual reports give the figures separately for the rural areas by 'stages', it was necessary to collect them independently. It was found that in these schools, there were in all 1,76,24,349 pupils. The enrolment figure, as will be seen from Table No. 115, varies considerably from State to State. The highest is in the State of Bombay, there being 29,58,770 pupils. Next comes Uttar Pradesh with 22,03,309, followed by Andhra Pradesh with 18,65,331, Kerala with 18,54,612, Madras with 17,39,349, Bihar with 17,15,881, Mysore with 11,77,861 and Madhya Pradesh with 11,39,453.

11. *Enrolment of Boys and Girls.*—Of these 1,76,24,349 pupils studying at the primary school stage as on the 31st of March, 1957, as many as 1,27,72,963, that is about 73% were boys and only 48,51,385, that is the remaining about 27% were girls.

Here again, the States vary widely, but the order in regard to the number of pupils is not necessarily the same when it is considered separately for boys and girls. Marked variation is particularly noticed in regard to certain States, for example Kerala, which ranked fourth in regard to the strength of pupils, ranks second when the number of girls only is taken into consideration. Similarly, Assam which ranked 10th ranks 8th, while Uttar Pradesh which ranked second in the total number of pupils takes the fifth rank when only the girls are considered. The same is more or less the case of Madhya Pradesh which shifts from the 8th to the 11th rank. What is really significant is to find out the percentage of boys and girls to the total number of pupils in each of the States.

12. *Percentage of Boys and Girls in Schools.*—Of the total number of children enrolled in primary schools 74.47% were boys and 27.53% were girls. This average percentage is the ultimate resultant from the following percentages in the different States, though, on the whole, for every 8 boys there are only 3 girls in schools. The percentage of girls in schools is low in all the States, though one would expect almost an equal number of boys and girls in schools. In Kerala, however, the percentage comes nearer this target, there being 45.03% of the total being girls, the boys forming only 54.97%. In the States of Andhra Pradesh, Mysore and Madras, the percentage of girls in schools to the total number of children enrolled is 34.86, 34.34 and 33.35 respectively, which means that for every 2 boys, there is one girl attending the school at the primary school stage in these States. Next to these four States of Dravidian languages comes Bombay where the percentage of girls to the total number of children is 31.59. In Tripura it is 30.02, in Manipur and Assam 28.35. On the other hand, it is lowest in Rajasthan, there being only 9 girls out of every 100 children attending at the primary school stage. In Jammu & Kashmir, it is a little higher, there being, on an average, one girl for every seven boys. In Uttar Pradesh, the percentage is 15.15, Madhya Pradesh 15.37, Himachal Pradesh 15.42 and Bihar 15.90. In Delhi, Punjab and Orissa, out of every 100 pupils, nearly about 23 to 24 are girls. These varying percentages of boys and girls ultimately lead to the proportion of 8 boys to three girls, or 72.47% boys and 27.53% girls in the primary school classes. Putting it the other way, it means that, for every hundred boys, there are 38 girls in these classes. What would be more interesting to find out is how many were local and how many non-local children.

13. *Local and Non-local Pupils.*—The State Survey Officers were requested to get information regarding the local and non-local children—boys and girls. From the tabulation of this information, it is noticed that out of the 1,76,24,349 students, 1,38,97,926 are local and 37,26,423 are non-local. Of the local children 96,81,102 are boys and 42,16,824 are girls. Of the non-local children 30,91,861 are boys and 6,34,562 are girls. Glancing through the column pertaining to the local boys and girls in Table No. 115, it will be noticed that the highest number is in Bombay, there being 27.4 lakhs local children. Next in order comes Andhra Pradesh with 17.8 lakhs, Madras with 15.2 lakhs and then Kerala with 13.1 lakhs. As regards the local boys, the maximum again are from Bombay, there being 18.15 lakhs and next comes Andhra Pradesh with 11.5 lakhs, Madras with 9.8 lakhs and Uttar Pradesh with 8.83 lakhs. As regards the

girls, the maximum number is from Bombay again, there being 8.89 lakhs. Next in order comes Andhra Pradesh with 6.28 lakhs, followed by Kerala with 5.91 lakhs and Madras with 5.21 lakhs. Mysore has 3.7 lakhs and then comes Uttar Pradesh with 2.7 lakhs. This is the position regarding the local children. The number of non-local children, as could be expected, is substantially smaller in practically all the States except Himachal Pradesh.

The maximum number of non-local children is in the State of Uttar Pradesh, there being 10.6 lakhs. Next in order comes Bihar with 6.9 lakhs and Kerala with 5.4 lakhs. In Bombay, it is 2.2 lakhs and in Madhya Pradesh 2.6 lakhs. In Assam, Mysore, Orissa and Punjab, it is over one lakh, while in the rest it is less than one lakh.

As regards the number of non-local girls, as already pointed out, the number is far smaller than the non-local boys. For about every five non-local boys attending the school only one non-local girl comes to the school. This is but natural, for parents would be reluctant to send girls to schools at a longer distance. It will be noticed from Table No. 115 that, notwithstanding that the population in the habitations served by neighbouring school is quite high in other States, the number of non-local girls attending schools is very high in Kerala, there being 2.44 lakhs non-local girls attending schools as against 2.98 lakhs boys. It is worth mentioning that the next highest figure which is from Uttar Pradesh is only 66,658, that is nearly one-fourth of that in Kerala. Next in order comes Madras with 58,980, Bihar with about 53,515, Bombay with 45,893, Assam with 38,534 and Mysore with 32,651. The mere number of local and non-local children enrolled does not by itself indicate much unless these figures are compared with the total number of children enrolled.

14. *The Percentage of Local and Non-local Pupils to those Enrolled.*—From the figures already quoted, it will be seen that 17.86% are local and 21.14% are non-local. Taking the further break-up of this 86%, it will be found that it is formed of 55.1% boys and 23% girls, and regarding the non-local, 17.57% boys and 3.57% girls from the percentage of 21.14. It will thus be seen that amongst the local children, for about every five boys, there are two girls, but in the case of non-local children, for every five boys there is one girl.

This again is formed of the varying tendencies noticed in the different States. What is, however, worth noting is that in Himachal Pradesh, the percentage of non-local children to the total enrolled is 67.41%. In no other State or Union Territory the percentage of non-local is higher than that of the local. The next higher figure noticed is in Uttar Pradesh, where 47.78% of the children are non-local and 52.22% local. In Tripura, the percentage of non-local pupils is 42.73 and in Bihar 40.42. There are States where the percentage of non-local children is very meagre, for example in Andhra Pradesh it is 4.76% for non-local and 95.24% for local. In Bombay also the percentage of non-local children is 7.35 as against 92.65 for local. In Mysore it is a bit higher, viz. 9.3% for non-local and in Delhi it is 11.27%. Other States with percentage of non-local not above 20% are Assam, Madras, Orissa, Punjab, Rajasthan and Manipur. In Jammu & Kashmir it is 35.2% and Kerala 29.26%.

15. *Percentage of Local Boys to the Boys Enrolled.*—It would also be interesting to examine the percentage of local boys to the total number of boys enrolled. It is noticed that, of the total number of boys enrolled 75.79% are local or to put it simply, out of every 4 boys enrolled 3 boys are local and one non-local. As will be seen from Table No. 116, these figures vary considerably from State to State. In Andhra Pradesh 94.52% of the boys are local. In Bombay, this percentage comes down to 91.53 and in Mysore 90.05. In Delhi it is 88.33, Manipur 86.23 and Madras 86.08. On the other hand, the lowest percentage of local boys is noticed in Himachal Pradesh, there being only 30.3%. Next to it in the ascending order stands Rajasthan with 45.99% and Uttar Pradesh with 47.25%. This means that in Himachal Pradesh as also in Rajasthan and Uttar Pradesh, there is a larger proportion of non-local boys than the local boys in a class. It would be also worth examining what the situation in this respect would be in regard to girls.

16. *The Percentage of Local Girls to the Girls Enrolled.*—86.92% of the girls enrolled are local and only 13.08% are non-local. The percentage varies considerably from State to State. In Andhra Pradesh, it is very high being 96.58. In Bombay it is 95.91, in Rajasthan 94.24, Mysore 91.93, Madhya Pradesh 91.3 and Orissa 91.04. Naturally, therefore, in these States the percentage of non-local girls is very meagre, for example in Andhra Pradesh it is 3.42%, in Bombay 4.09% and in Rajasthan 5.76%. In Orissa, as against 91.04% local girls, 8.96% are non local. The percentage for non-local girls is quite high both in Himachal Pradesh and Tripura. In the latter it being 39.66% and in the former 54.95%. Third in order would stand Kerala, where it is 29.24%. That is significant here is that in Himachal Pradesh, the proportion of non-local girls is higher than that of the local girls.

17. *Proportion of Boys and Girls among the Local and Non-local Children.*—This suggests comparison between the local and non-local children in order to find out the proportion of local and non-local children—boys and girls—in the different States. Of the local children enrolled, 69.66% are boys and 30.34% are girls, that is for every 7 local boys, there are 3 girls enrolled, as against 2 non-local girls for every 8 non-local boys. If the percentage of girls enrolled to the percentage of boys is found out, it will be noticed that for every 100 boys enrolled, there are 38 girls enrolled. If however this percentage is found out with reference to the local and non-local boys and girls separately, it is found that for every 100 local boys there are 49 local girls enrolled and for every 100 non-local boys, there are 20 non-local girls, that is for every 2 local boys there is one local girl, but when it comes to non-local children, for every five boys, there is one girl. It would be interesting to find out the proportion of local and non-local boys and girls in the States.

18. *The Proportion of Local and Non-local Boys and Girls in States.*—Whether for local or non-local the proportion of girls is, on the whole, far lower than that of boys. It is only in Kerala that the percentage comes comparatively higher, in the case of local children the percentage of girls being 45.04 and in the case of non-local ones it being 45.01%, therefore maintaining practically the same

level both in regard to the local and the non-local children. In Andhra Pradesh, the percentage of local girls is only 35.36%. In Mysore, it is 34.81 and in Madras 34.31. If the percentages from the other end are examined, the percentage of local girls to the total local children enrolled is lowest in Rajasthan, it being 10.05. Next in order come Jammu & Kashmir (15.42%), Madhya Pradesh (18.14%), Himachal Pradesh (21.37%) and Bihar (21.45%).

In regard to the non-local children, as already stated, in Kerala as against 54.99% boys, 45.01% girls are among the non-local children. Next in order would come the State of Mysore, where the percentage of non-local girls to non-local children is 29.79%. The other States and territories that follow are Tripura (27.87), Assam (27.82), Delhi (27.14), Madras (26.77), Manipur (26.25), Andhra Pradesh (25.02), Bombay (21.11), Punjab (20.37), Himachal Pradesh (12.55) and Orissa (11.82). In Bihar, it is only 7.73% while in Jammu & Kashmir it is 7.37% and in Uttar Pradesh 6.33%. The lowest percentage, however, is in Rajasthan, where among the non-local children, only 3.34% are girls.

These percentages depend on various factors. In the first place non-local children can attend if there be smaller habitations in the vicinity, which could be tagged on, that is it depends on the extent to which group schools exist in the State; it is dependent not only on the number of villages and the number of habitations in the vicinity served by group schools, but also on the total population of these adjoining habitations tagged on to the group school. What is therefore necessary is to compare the number of local and non-local pupils—boys and girls, enrolled to the number of enrollable children in the different States.

19. *Children of School-going Age*.—In order to find out the extent to which enrollable children have been enrolled, it is, in the first instance, necessary to find out the number of children of the school-going age. Unless actual village to village census is taken in this regard, it is rather difficult to arrive at very accurate figures. But for having general estimates, it does not seem necessary except at the time of actually introducing compulsion to have such habitation to habitation census. Rough and ready approximations can be used. The 1951 Census gives 'single age' returns for boys and girls for the different zones, regions and sub-regions. These percentage for the age-group 6-11 for the different States would be found in Table No. 114, columns 2 and 3 separately for boys and girls, and the average for the total would be found in column No. 3 of Table 110. It will be noticed from the percentage for boys, that it varies from 10.27% in Himachal Pradesh to 13.49% in Assam or 13.82% in Manipur, while in the case of girls, it varies from 11.78% in Himachal Pradesh to 14.22% in Assam. Comparing the two columns for boys and girls, it is noticed that, on the whole, the percentage of girls of the age-group 6-11 to the total number of females is higher than that of boys to the total number of males in the States of Andhra Pradesh, Assam, Bombay, Jammu & Kashmir, Mysore, Punjab, Rajasthan, Uttar Pradesh, West Bengal, Delhi, Himachal Pradesh and Tripura. This does not, however, mean that the total number of girls will be higher than that of boys in these States, as the percentage of male and female population differs from State to State.

On reference to the first column of Table No. 110, it will be noticed that, on the whole, the percentage of males to the total population is 50.9. The percentage varies from State to State, the number of males being proportionately far more in Delhi, Punjab, Himachal Pradesh, Assam, Rajasthan and Uttar Pradesh. In the southern States, however, the percentage is much lower.

Instead of calculating the local and non-local boys and girls at the flat rate of 12.5% to the total male and female population in the different States, as arrived at in the Survey, these have been calculated at the rates indicated in column 2 of Table No. 110. These vary from 13.8% in Assam to 11.1% in Himachal Pradesh. To be more accurate, they ought to have been really calculated at the rates given in columns 2 and 3 in Table No. 114. However as these are 1951 Census figures, and substantial changes have ultimately taken place, for purposes of only rough approximation of the conditions obtaining in 1951, they may be treated as adequate to indicate the state of affairs. The number of local and non-local boys and girls calculated on this basis from the total local and non-local population given in Table No. 109 is given in Table No. 110.

According to this rough and ready calculation, there would be in all, in the area under consideration, 2,90,42,225 children of school-going age. Of these, 1,47,54,480 would be boys and 1,42,87,745 would be girls. The break-up of these, according to local and non-local children would be as follows :

	Local	Non-Local	Total
Boys . . .	1,06,21,363	41,33,117	1,47,54,480
Girls . . .	1,03,03,951	39,78,794	1,42,87,745
Total . . .	2,09,30,314	81,11,911	2,90,42,225

20. *The Limitations of these Figures.*—In the first place, the basic figures for population are the 1951 Census figures which have since undergone considerable changes due to various reasons—influx to urban areas, shifting of population from one place to another, influx of the refugees and the natural growth of the population. Though there are no two opinions regarding the continual increase in population and decrease in the death-rate, due to the various welfare activities since Independence, the exact incidence of these on the percentage of children of school-going age is very difficult to estimate and there appear to be difference of opinion in regard to the estimate of children of school-going age as on the 31st of March, 1957. As a matter of fact, what is more relevant is not the population in 1957, but what the number of children of school-going age would be in the years to come so that the planning can take shape by taking note of the same. However, the present figures would give some indication regarding the extent to which enrollable children have been enrolled, even working on the basis of the 1951 figures. If and when reliable multipliers to obtain the figures for 1957 would be available, the difference can then be correctly calculated. In the present statistics,

therefore, this discrepancy *viz.* the population figures are for 1951, while the enrolment figures are for 31st of March, 1957, does not materially affect so much. On an average, it could be safely presumed that since 1951, the population has increased at least by about 10% in 1957.

21. *The Percentage of Children Enrolled to the Total Population Served.*—Comparing the number of children enrolled to the total population in the school areas, it is noticed that only 7.59% of the total population is in school at the primary school stage, though, on an average, it ought to have been 12.5%, that being the percentage of children of the age-group 6-11 to the total population on the 1951 Census basis. Comparing this figure for the different States, it ranges from 16.37% in Kerala to 4.67% in Rajasthan. In the first place, the percentage of children of the age-group 6-11 is expected to be round-about 12.5%, and therefore it is ordinarily not expected that the percentage of pupils enrolled to the total population would go above this percentage. But as the calculations here reveal, the percentage in Kerala is far above this mark. This may be due to various factors such as considerable increase in population since 1951, as also the possibility of children from the habitations not included in the existing school areas taking advantage of the existing schools. It will be recalled that in the group school areas, only those habitations that fall within one mile have been included, but it appears that in Kerala, even children from other habitations which, for the purpose of the survey, have been treated as not served have been taking advantage of the existing school, notwithstanding the slightly longer distance they have to walk daily to school. Another factor that also figures here is the tendency among parents to send children to school at an early age. Some children, due to repeated failures, linger on in the schools for a longer period. All these factors, taken together, appear to have perhaps contributed towards this high index in Kerala.

The factor regarding increase in population and children of the lower and higher age-groups also remaining in the primary schools may, to a more or less extent, be affecting the indices for the other States also, but in those States, the percentages of enrolment being already very low the effect of increase on this account has not raised the percentage under consideration beyond the limit of 12.5%.

Next to Kerala in regard to the percentage of enrolment to the total population comes Delhi with 11.54% and Assam with 11.26%. Delhi being mostly urbanised, this can be easily understood; but even in a partly hilly area like Assam, the percentage is substantially higher at the primary school stage. Next to Assam comes the other hilly area of Manipur, where again the percentage is 10.87. As already pointed out, in Manipur the percentage of children of school-going age, according to the 1951 Census, is not 12.5% but 13.3% and in Assam, it was 13.8%. Next in order comes Bombay with 9.24%. At the lowest end stands Rajasthan with 4.6% and next in order are Orissa with 5.11%, Bihar with 5.47%, Jammu & Kashmir with 5.59%, Uttar Pradesh with 5.66%, Punjab with 6.81%, Madhya Pradesh with 7.33% and Himachal Pradesh with 7.65%. In Madras, Mysore and Tripura, it is more than 8%.

22. *The Percentage of Boys Enrolled to the Total Male Population.*—Instead of taking the overall total, if the percentage of boys is examined, it is found that for the country, as a whole, 10.83% of the male population is at the primary school stage. According to the 1951 Census, the percentage of boys to the total male population is only 12.4%. The percentage of boys enrolled to the male population in States is far higher than this percentage in the States of Kerala, Assam, Bombay, Madhya Pradesh, Delhi, Himachal Pradesh and Manipur, as will be seen from Table No. 116. In Assam, it rises to 15.25%. It is difficult to say precisely what the contributory factors are and whether it could be justified on factors such as—increase in population, early admissions, lingering on of pupils in schools longer due to repeated failures, and enrolment of children of distant habitations not included in the school areas, also joining the schools. In Kerala, the percentage is still higher and hence it is difficult to say anything regarding this point without further detailed on the spot study about the factors affecting enrolment. In regard to boys, the lowest percentage is in Orissa, where only 7.92% of the male population is reported to be in schools. Next in order come Rajasthan (8.16) Bihar (9.19), Jammu & Kashmir (9.14) and Uttar Pradesh (9.24).

23. *The Percentage of Girls enrolled to the total Female Population.*—In regard to girls, the percentage of girls enrolled to the female population is 4.24% for the country, taken as a whole, and this is the ultimate result of averaging percentages varying from 0.88% in Rajasthan to 14.51 in Kerala. In Bihar, Jammu & Kashmir and Uttar Pradesh, the percentage is less than 2. In Madhya Pradesh, Orissa and Himachal Pradesh, it is less than 3 and in Punjab it is less than 4%. Next to Kerala, ranks Assam with 6.78%, Manipur with 6.07%, Mysore with 5.9%, Delhi with 5.92%, Bombay with 5.88% and Madras with 5.34%.

24. *The Percentage of Local Boys and Girls to the total Local Population.*—Having examined these percentages for the local enrolment, it may be interesting to examine the break-up of these for the local, in the first instance, and then non-local boys and girls. Of the total population, 8.32% are enrolled in schools as against 12.5% expected. The figures for population are for 1951 and those for enrolment are, however, for the year 1957. Even if the population is presumed to have increased only by 10%, then only 7.5% of the population in 1957 was enrolled. This percentage of 8.32 is the ultimate result of averaging up the varying tendencies in the States—from 4.89% in Rajasthan to 14.46% in Kerala. The percentage is comparatively low in the States of Bihar (5.5), Uttar Pradesh (6.47), Jammu & Kashmir (6.19), Madhya Pradesh (7.31) and Punjab (7.25). Besides Kerala, it is comparatively higher in the States of Assam (11.58), Manipur (11.42), Delhi (10.78). Next comes Madras with 9.98%, Tripura with 9.65%, Bombay with 9.51% and then Mysore with 9.17%.

The percentage of the local boys enrolled to the local male population is 11.43, and this varies in the States from 8.44% in Rajasthan to 16.59% in Manipur. The figure is comparatively higher in Kerala (16.16), Assam (15.66), Bombay (12.78), Madras (13.21), Delhi

(15.29) and Himachal Pradesh (13.41) and lower in the States of Bihar (8.63), Jammu & Kashmir (9.79) Orissa (9.86). In Uttar Pradesh, it is 9.55.

In regard to girls, for the country taken as a whole, the percentage is not even half as much, there being only 5.12% of the total female population enrolled in primary schools. This percentage varies from 12.82% in Kerala to 1.03% in Rajasthan. The States in which this percentage is very low are: Jammu & Kashmir (2.05), Uttar Pradesh (3.13), Orissa (3.40), Punjab (3.68), Himachal Pradesh (3.95) and it is comparatively higher in the States of Andhra Pradesh (6.02), Assam (7.0), Bombay (6.2), Madras (6.8), Mysore (6.5) and Manipur and Tripura (6.4).

25. *Percentage of Non-local Boys and Girls to the total Non-local Population.*—As against 8.32% of the total local population enrolled in schools, only 5.71% of the non-local population is enrolled in schools. This is but natural as the children are bound to be reluctant to go to the school in the adjoining habitation. However, the difference in the percentage is not so great as to make one deduce that children would attend the school only if the facility is next to the door. The percentage of non-local children attending the school is very high in Kerala, it being 24.01%. This is inexplicable on the basis of the total non-local population unless other factors be at work to a considerable extent. In Delhi also the percentage is very high, viz. 23.24%. Barring these two exceptional cases, that need critical on the spot study of the position, in other States and Territories, the highest percentage is only 9.98, and that is in Assam in spite of a large portion of it being hilly. It appears that in some areas there, particularly in the plains, children are admitted to schools at an early age and the figure also indicates that in spite of the rugged area, children from the adjoining habitations do attend the schools. The percentage of non-local children attending is also quite high in the other three Union Territories, it being 8.28% in Manipur, 7.77% in Tripura and 7.18% in Himachal Pradesh. In Madhya Pradesh it is 7.4% and in Bombay 6.82%. In Mysore it is 6.07%. The lowest percentage is in Orissa, it being 5.52. Next comes Madras with 3.48% and Rajasthan with 3.76%. In Andhra Pradesh it is 3.88%.

As regards the percentage of non-local boys to the total non-local male population, it is found to be 9.3%, varying from 31.13% in Delhi and 26.83% in Kerala to 4.51% in Orissa. Keeping aside the critical cases of Delhi and Kerala, which are inexplicable, the percentage is high enough in Assam and Madhya Pradesh, it being 13.61 and 13.76 respectively. In regard to girls, on the other hand, the average for the country, is 1.98%, that is, on an average, out of every hundred females, not having school in their own habitation, only two girls are found to attend a school in the neighbouring habitation within about one mile. The percentage varies in the different States considerably, from 0.66% in Uttar Pradesh to 21.27% in Kerala. The percentage is below one in the States of Bihar, Jammu & Kashmir and Orissa. Besides Uttar Pradesh, it is less than 2% in Himachal Pradesh, Madras and Andhra Pradesh and less than 3% in Bombay, Punjab and Rajasthan.

26. *Enrolment in Smaller Schools.*—Ordinarily, one expects the enrolment in bigger habitations to be proportionately better than that in smaller habitations. Contrary, however, to this expectation, on glancing through the Form No. 7A, received from the different States, it was generally noticed in many districts that the enrolment in very small habitations was very high. Their number was not inconsiderable. This is particularly so in habitations with population below 300. Ordinarily, in such habitations with population 200-300, not more than 25-40 children could be expected to be enrolled, presuming that almost every child of school-going age has been enrolled. But in good many of the schools located in such habitations, the local enrolment was found to be still substantially larger. It may be that in a few cases the population might have slightly increased and that the area being small, the teacher might have enrolled the names of all the children on the school register and it may also be likely that a few children from the distant neighbouring habitations might be staying with their relations in the school habitations for the educational facility. But such cases would be rather few. It is also not unlikely that in a few cases the teacher, instead of giving a clear-cut break-up of local and non-local children, might have included among the local even the non-local children. But the suspicion arises in cases where, roundabout a school habitation, there is no other habitation in the vicinity and the population of the lone habitation is very meagre. In such small habitations, in a good many cases, the enrolment figures appear to be very high. This is still more marked in habitations with a population below 200 or below 100, so much so that it is difficult to imagine where all the children enrolled could come from. This revealing data, it is hoped would be made use of by the higher officers in investigating these cases personally and finding out the exact reasons for the high enrolment in these very small habitations.

The voluminous data now available regarding the enrolment in each individual school throughout the length and breadth of the country lends itself to further investigation in its manifold aspects which will be extremely useful for better educational administration. But it is beyond the scope of this Survey even to deal with it cursorily. What is really necessary is, starting with this data, to have detailed studies in certain selected areas. Moreover, this data would be of great use to local inspecting officers in examining the various aspects of enrolment, whether high or low, and in investigating the causes thereof, in order to remedy the situation. What may, however, be attempted here incidentally is the adequacy or otherwise of the existing facility considered from the point of view of available teachers and accommodation and to find out the extent to which additional local and non-local children could be admitted with the existing staff and the shortfall, if any, in regard to the number of teachers, that will have to be made up, if all the local and non-local children are to be enrolled. This is being discussed in brief in the next chapter.

Table No. 110.—Total Number of Boys and Girls of Primary school-going age (6-11 years) on the basis of 1951 Census Population

States	p. c. of Males to Total	p. c. of Children 6-11	Local			Non-local			Total		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	59.4	12.4	13,14,283	12,93,422	26,07,705	1,43,935	1,40,765	2,83,800	14,57,318	14,34,187	28,91,505
Assam	52.9	13.8	4,05,925	3,61,419	7,67,344	1,01,346	90,234	1,91,580	5,07,271	4,51,653	9,58,924
Bihar	50.0	12.2	11,34,715	11,34,714	22,69,429	7,80,508	7,80,508	15,61,016	19,15,223	19,15,222	38,30,445
Bombay	50.3	12.8	18,55,589	18,33,445	26,89,043	2,05,061	2,02,813	4,07,874	20,60,650	20,36,267	60,96,917
J. & K.	*53.3	12.5	82,669	72,226	1,54,893	58,712	51,030	1,09,742	1,41,381	1,23,256	2,64,637
Kerala	49.2	12.1	5,40,094	5,57,565	10,97,569	1,34,553	1,38,023	2,73,481	6,74,557	6,96,493	13,71,050
Madhya Pradesh	50.6	12.5	7,63,778	7,15,664	15,09,442	2,10,836	2,14,620	4,34,456	9,83,614	9,60,284	19,43,898
Madras	49.6	12.0	9,06,632	9,20,650	18,27,282	3,76,351	3,82,421	7,58,772	12,82,983	13,03,071	25,86,054
Mysore	50.7	12.8	7,56,100	7,35,221	14,91,321	1,38,574	1,34,747	2,73,321	8,94,674	8,69,968	17,64,642
Orissa	49.3	12.3	4,72,622	4,86,043	9,58,665	2,68,915	2,76,551	5,45,466	7,41,537	7,62,594	15,04,131
Punjab	53.5	12.8	6,85,474	5,95,766	12,81,260	1,61,936	5,40,748	3,02,684	8,47,410	7,36,534	15,83,944
Rajasthan	52.1	12.9	4,69,395	4,31,473	9,00,778	1,12,324	1,03,269	2,15,593	5,81,629	5,34,742	11,16,371
Uttar Pradesh	52.0	12.5	11,55,991	10,67,069	22,23,060	1,72,519	1,66,940	26,39,459	25,28,510	23,34,009	48,62,519
Delhi	54.4	11.6	12,277	10,291	22,568	765	668	1,464	13,073	10,959	24,032
Himachal Pradesh	52.0	11.1	11,432	10,552	21,984	29,219	26,971	56,190	40,651	37,523	78,174
Manipur	49.1	13.3	29,593	30,680	60,273	6,297	6,520	12,825	35,892	37,208	73,100
Tripura	52.4	13.6	24,972	22,722	47,694	23,135	21,053	44,188	48,107	43,775	91,882
TOTAL	50.9	12.5	1,06,21,363	1,03,68,951	2,09,90,314	41,33,117	39,78,794	81,11,911	1,47,54,480	1,42,87,745	2,90,42,225

*For J. & K. percentage as in Punjab is presumed.

Table No. 114 Percentage of Boys and Girls of different Age groups to the Male and Female Population

States	Age 6—11		Age 11—14		Age 6—7		Age 14—16		Age 16—17		Age 14—17	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Andhra Pradesh	12·37	12·40	6·88	6·78	2·59	2·61	4·38	4·29	2·11	2·09	6·49	6·38
Assam	13·49	14·22	6·59	6·85	2·97	3·19	3·89	4·08	1·97	5·97	6·86	6·05
Bihar	12·39	12·06	6·69	6·47	2·57	2·53	4·09	3·99	1·92	1·89	6·01	5·88
Bombay	12·70	12·90	6·99	6·83	2·65	2·74	4·43	4·31	2·12	2·05	6·56	6·39
J. & K.	12·40	12·53	6·86	6·76	2·58	2·65	..	..	..	..	..	..
Kerala	12·20	12·01	6·94	6·92	2·53	2·46	4·50	4·51	2·19	2·22	6·69	6·73
Madhya Pradesh	12·59	12·39	6·80	6·51	2·63	2·68	4·22	4·01	2·02	1·93	6·24	5·96
Madras	12·09	11·93	6·82	6·73	2·50	2·47	4·40	4·32	2·13	2·12	6·53	6·44
Mysore	12·47	13·17	6·96	1·02	2·59	2·81	4·46	4·40	2·16	2·13	6·62	6·53
Orissa	12·52	12·12	6·81	6·36	2·61	2·58	4·20	3·91	1·99	1·87	6·19	5·78
Punjab	12·59	13·03	6·93	7·10	2·61	2·72	4·34	4·46	2·07	2·14	6·41	6·60
Rajasthan	12·84	13·01	7·00	6·84	2·71	2·78	4·34	4·21	2·08	2·03	6·42	6·24
Uttar Pradesh	12·44	12·56	6·83	6·68	2·58	2·67	4·27	4·15	2·05	2·00	6·32	6·15
West Bengal	11·31	12·41	6·73	7·10	2·25	2·54	4·40	4·57	2·16	2·23	6·56	6·80
Delhi	11·35	11·87	6·48	7·26	2·33	2·37	4·19	4·75	2·03	2·32	6·22	7·07
Himachal Pradesh	10·27	11·78	5·93	6·15	2·14	2·51	3·86	3·79	1·90	1·83	5·76	5·62
Manipur	13·82	12·83	6·89	6·69	3·17	2·72	4·08	4·12	1·93	1·98	6·01	6·10
Tripura	13·32	13·98	6·55	7·10	2·94	2·97	3·97	4·33	1·87	2·10	5·84	6·43
TOTAL	12·40	12·53	6·86	6·76	2·58	2·65	4·30	4·23	2·07	2·05	6·37	6·28

Table No. 115 Number of Schools and local and non-local pupils enrolled in Primary School (As on 31st March, 1957)

States	No. of Schools			Number of Scholars								
				Local			Non-local			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh . . .	25,684	264	25,948	11,48,403	6,28,080	1,77,64,83	66,616	22,232	88,848	12,15,019	6,50,312	18,65,331
Assam . . .	11,912	724	12,636	4,60,516	1,83,291	6,43,807	99,990	38,534	1,38,524	5,60,506	2,21,825	7,82,331
Bihar . . .	29,633	..	29,633	8,03,111	2,19,278	10,22,389	6,39,877	53,615	6,93,492	14,42,988	2,72,893	17,15,881
Bombay . . .	42,248	830	42,078	18,52,426	8,88,943	27,41,369	1,71,508	45,893	2,17,401	20,23,934	9,34,836	29,58,770
J. & K. . . .	1,871	255	2,126	64,878	11,830	76,708	38,624	3,071	41,695	1,03,502	14,901	1,18,403
Kerala . . .	7,749	..	7,749	7,21,051	5,90,926	13,11,977	2,98,400	2,44,235	5,42,635	10,19,451	3,85,161	18,54,612
Madhya Pradesh . .	20,900	1,179	22,079	7,22,284	1,60,046	8,82,330	2,42,053	15,070	2,57,123	9,64,337	1,75,116	11,39,453
Madras . . .	19,426	26	19,452	9,97,933	5,21,125	15,19,058	1,61,311	58,980	2,20,291	11,59,244	5,80,105	17,39,349
Mysore . . .	19,204	673	19,877	6,96,441	3,71,828	10,68,269	76,941	32,651	1,09,592	7,73,382	4,04,479	11,77,861
Orissa . . .	14,957	164	15,121	3,78,992	1,34,424	5,13,416	98,682	13,224	1,11,906	4,77,674	1,47,648	6,25,322
Punjab . . .	10,941	1,403	12,344	5,54,599	1,71,397	7,25,996	93,075	23,813	1,16,888	6,74,674	1,95,210	8,42,884
Rajasthan . . .	8,905	379	9,284	3,07,086	34,312	3,41,398	62,708	2,093	62,806	3,67,794	36,410	4,04,204
Uttar Pradesh . . .	26,951	1,974	28,925	8,83,365	2,67,228	11,50,593	9,86,058	66,653	10,57,716	18,69,423	3,33,886	22,03,309
Delhi . . .	189	63	252	16,181	4,793	20,974	2,137	796	2,933	18,318	5,589	23,907
Himachal Pradesh	1,001	7	1,008	13,815	3,754	17,569	31,778	4,560	36,338	45,593	8,314	53,907
Manipur . . .	711	34	745	36,890	14,865	51,755	5,892	2,097	7,989	42,782	16,962	59,744
Tripura . . .	907	7	914	23,131	10,704	33,835	18,211	7,035	25,246	41,342	17,739	52,081
TOTAL	2,42,189	7,982	2,50,171	96,81,102	42,16,824	1,38,97,926	30,91,861	6,34,562	37,26,423	1,27,72,963	48,51,386	1,76,24,349

Table No. 116 Per centage of local and non-local Boys and Girls enrolled (i) to total male and female population (1951) served, and (ii) to total number of Boys and Girls enrolled

States	Percentage to total male and female population served									Percentage to total number of Boys and Girls					
	Local			Non-local			Total			Local			Non-Local		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	10.83	6.02	8.45	5.78	1.96	3.88	10.34	5.62	8.00	94.52	96.58	95.24	5.48	3.42	4.76
Assam	15.66	7.00	11.58	13.61	5.89	9.98	15.25	6.78	11.26	82.16	82.63	82.29	17.84	17.37	17.71
Bihar	8.63	2.36	5.50	10.00	0.84	5.42	9.19	1.74	5.47	55.66	80.35	59.58	44.34	19.65	40.42
Bombay	12.78	6.21	9.51	10.70	2.90	6.82	12.57	5.88	9.24	91.53	95.91	92.65	8.47	4.09	7.35
J. & K.	9.79	2.05	6.19	8.23	0.75	4.75	9.14	1.51	5.59	62.68	79.39	64.79	37.32	20.61	35.21
Kerala	16.16	12.82	14.46	26.83	21.27	24.01	18.29	14.51	16.37	70.73	70.76	70.74	29.27	29.24	29.26
Madhya Pradesh	11.82	2.68	7.31	13.76	0.88	7.40	12.26	2.28	7.33	74.90	91.39	77.43	25.10	8.61	22.57
Madras	13.21	6.79	9.98	5.14	1.85	3.48	10.85	5.34	8.07	86.08	89.83	87.33	13.92	10.17	12.67
Mysore	11.79	6.47	9.17	7.11	3.10	6.07	11.06	5.95	8.54	90.05	91.93	90.70	9.95	8.07	9.30
Orissa	9.86	3.40	6.59	4.51	0.59	2.52	7.92	2.38	5.11	79.34	91.04	82.10	20.66	8.96	17.90
Punjab	10.36	3.89	7.25	7.36	2.17	4.94	9.78	3.58	6.81	85.63	87.80	86.13	14.37	12.20	13.87
Rajasthan	8.44	1.03	4.89	6.77	2.62	3.76	8.16	0.88	4.67	45.99	94.24	84.46	54.01	5.76	15.54
Uttar Pradesh	9.55	3.13	6.47	8.98	0.66	4.99	9.24	1.79	5.66	47.25	80.64	52.22	52.75	19.96	47.78
Delhi	15.29	5.40	10.78	31.13	13.83	23.24	16.25	5.92	11.54	88.33	85.76	87.73	11.67	14.24	12.27
Himachal Pradesh	13.41	3.95	8.87	12.07	1.88	7.18	12.45	2.46	7.65	30.30	45.15	32.59	69.70	54.95	67.41
Manipur	16.59	6.44	11.42	12.42	4.28	8.28	15.85	6.07	10.87	86.23	87.64	86.63	13.77	12.36	13.37
Tripura	12.59	6.41	9.65	10.70	4.55	7.77	11.68	5.52	8.74	55.95	60.34	57.27	44.05	39.66	42.73
TOTAL	11.43	5.12	8.32	9.30	1.98	5.71	10.83	4.24	7.59	75.79	86.92	78.86	24.21	13.08	21.14

CHAPTER 35

Teachers and Accommodation in Rural Primary Schools

1. *The Problem.*—As already pointed out, the data collected regarding the enrolment of boys and girls, both local and non-local in each of the institutions at the primary school stage along with the number of men and women teachers and the number of class-rooms and the total floor area is so vast that it is impossible to do justice even to a fraction of these in this short report. A few main problems may, however, be cursorily touched here.

The word 'school area' presupposes that there would be at least one school for that area. However, in view of that fact that in some places, there are separate schools for girls and in some cases only schools for girls, it is necessary to find out whether any school area remains without provision for school for boys. Due note regarding the requirements was required to be taken by the Survey Officers in their proposals. One of the important problems, however, is whether the provision of teachers and accommodation in a school is enough for a given school area. In the present Survey, it is the number of schools that has been enumerated. What really matters is not the number of institutions, but their size from the point of view of number of classes and adequate provision of teachers and class-rooms for them. It is important that the size of the school is commensurate with the enrollable number of children in that area. In smaller school areas, that is where the total population of all the habitations included in the school area is roundabout 300, it would naturally be a single-teacher school, but where the population is larger, the number of teachers will have to be proportionately larger. Ordinarily, as most of the rural habitations are in the smaller population slabs, the question of having more than one school arises only in those few cases where the total population of the school area is very high. However, if girls are to be admitted in separate schools, particularly in bigger habitations, then the question of separate school does arise for them. In some habitations, provision is also necessary for education of the children through their mother-tongue which is other than the local regional language. In such cases, this is possible either by having an additional division in the existing school or by a separate school. Sometimes, when the habitation is spread over a large area, then to cater for the needs of different localities in the habitation, separate schools are also required. It is also therefore necessary to see whether the existing schools in the habitation are adequate. This is again a matter for the local inspectorate to study.

The most important problem is regarding the enrolment of children. The existence of a school in a habitation or a group of habitations does not necessarily mean that all the local and non-local boys and girls have been enrolled. What, therefore, needs to be seen is the extent to which the benefit of the existing educational facility, viz. the existence of the school, is taken advantage of by the school habitation and the adjoining habitations, and if not, how many of the local and non-local boys and girls still remain to be brought to school.

The next related problem is in regard to the adequacy of the existing teachers. It is necessary to examine the teacher-pupil ratio and find out whether for the present enrolment the number of teachers was adequate, and whether or not with the existing teaching personnel, additional enrolment, whether of local or non-local children, would be possible, and if so, to what extent and compare it with the children yet to be enrolled and to find out the additional staff required if and when all the children of school-going age could be enrolled. Incidentally, the problem regarding women teachers and the extent to which the existence of women teachers or separate girls' schools has its effect on enrolment of girls could be studied.

It is not only the problem of adequacy of teachers, but also of accommodation that needs to be studied. The data collected gives the number of class-rooms in each school as also the total floor-space, and from this could be studied the average number of rooms per school, the average floor-space per child already enrolled, the average number of pupils enrolled per room, the average size of the rooms and the number of rooms per hundred schools and such other problems.

It was humanly impossible for the Officer on Special Duty to go through the information regarding thousands of schools available in Form 7A received from the different States. In the following pages, therefore, only some of the striking features noticeable from the State tables in this regard have been dealt with.

2. *The Nature and Limitations of the Present Data.*—In the first place, the information collected regarding the enrolment of local and non-local children in the different schools as also about the number of teachers and the accommodation was taken up as an ancillary work, the main object of the Survey being identification and enumeration of habitations and delimitation of school areas at the different stages. Moreover, the data was not available for scrutiny in a large majority of the cases, when the School Area Registers and the district tables were scrutinised and, as such, these forms could not be subjected to thorough scrutiny. The teachers' statements, which were of course expected to be checked by the local inspecting authorities have been accepted without any further checks and counter-checks. The enrolment given in this Form 7A is as per the entries in the school catalogue, but it is not unlikely that mistakes might have been committed by the teachers in deciding whether certain groups of children are to be treated as non-local or local, for example, in the case of children really belonging to an adjoining habitation but only for purposes of schooling staying with a friend or relation of the family may be treated by some as non-local and others as local. It is likely that a uniform defined standard may not have been followed in all the districts in each and every State.

Though the enrolment given would be exactly as on the school catalogue on the 31st of March, 1957, it is possible to know as to how many of these are of the age 6-11 years and how many under-age and over-age children are there. As a result of this, it is not possible to find out precisely the shortfall in the age-group 6-11 in regard to enrolment. The entries are of course stagewise. There is

also a certain incidence of children from outside the school area having been included. This is particularly so where people have become education-conscious.

In comparing the number of children enrolled with the enrollable children and thus calculating the shortfall, though the figures for enrolment belong to the date the 31st March 1957, enrollable children as calculated on the single-age returns are in accordance with the population figures given in the 1951 Census and not on the actual population of the habitation and the surrounding areas included as on the 31st March, 1957. For the reasons already stated, it was considered advisable to err on the side of having only the 1951 figures instead of trying with the teachers' and the *patwaris'* guesses regarding the existing population. Wherever the population in 1957 had either considerably increased or decreased beyond, say 20% over the 1951 figure, the District Survey Officers were requested to give the current estimate in remarks column. Though these have been taken into consideration while delimiting the school areas, these have not been taken into consideration in the statistical compilation of the various district and State tables, and as such, it is only the 1951 population figures that figure in the various tabulations. Since 1951, changes have taken place in the population, besides the normal increase, regarding the exact size of which there exists a difference of opinion due to the incidence of increased birth-rate and decrease in the death-rate due to the various welfare activities since Independence and the procedures for projecting the trends. But there has been cases of influx of population in certain areas and this, in its turn, is bound to affect the estimates regarding the children of school-going age.

The nature of the data is such that it is more useful for a critical study of individual cases by tabulating it in special table for *tehsils*, districts and States according to certain classifications of the habitations etc. and the State averages have their own limitations as the differences mutually cancel one another. Form 7A gives the enrolment of local and non-local children and so it is possible to find out in the case of each individual habitation the extent to which enrolment has been satisfactory and whether in any particular case the actual enrolment when compared with the population in the habitation gives ground for suspicion. The provision of teachers men and women, as also the class-rooms can also be studied with these forms. The data, therefore, are more useful not so much for study of the averages for the States as for districts and not so much for totals or averages for the districts as for the *tehsils* and not so much for totals or averages for the *tehsils* as for each individual cases, and this is a study which can be fruitfully undertaken by the local inspecting authorities. What can be attempted here is to highlight certain broad features that emerge out even in spite of averaging out all the individual differences in the statistics available from each individual school.

Glancing through the hundreds of forms received, it is noticed that in very small habitations, the enrolment shown is generally proportionately too high compared with the total population of the habitation, so much so that in some cases, it is not understood how the

total number of children shown to have been enrolled could exist in such small habitations. This is a general feature practically in most of the districts in regard to some of the habitations with population less than 300. Such a trend is particularly inexplicable in cases where the school area consists of only one small habitation with a population below 300 and there is no habitation within say, 1 to 2 miles' radius. This is a matter for the local inspecting officers to examine critically and find out whether there is anything questionable about the enrolment. It is not unlikely that in the case of these very small habitations, the population might have increased substantially since 1951, but in the cases noticed, there was no mention of such a thing in the remarks column, and even if it is presumed to be existing in a few cases, it cannot be in every case. Suspicion, particularly arises in the case of small school habitations where the enrolment shown is very high as to whether with a view to show adequate enrolment, there is not the tendency of showing on the school register all enrollable children as also other grown up children.

In a few cases, the data in regard to all aspects of the problem studied were not sent by the District and State Officers, for example in Bihar and Kerala, the number of separate girls' schools was not available, and hence there all schools have been treated as boys' schools. To that extent, the all-India total for girls' schools has been affected. In Bombay, as data on certain points were not available, from some areas the State Survey Officer, working on the averages obtaining in the adjoining area, inserted hypothetical break-ups of the figures arrived at for local and non-local children. From Bihar, though the total number of teachers was available, the number of men and women teachers separately was not available. To enable calculating the all-India trends, the total number of teachers were proportionately divided on the basis of the previous year's returns for men and women teachers in schools according to 'types'. Stage-wise break-up was not available. From Assam, Madras and Bihar, figures regarding the number of class-rooms and the total floor area were not available.

3. *Schools and Habitations.*—The number of schools is bound to be larger than the number of habitations in which the schools are located, as in some habitations there are more than one school. In smaller habitations, there are of course single-teacher schools. As there are 2,50,171 schools in 2,29,023 rural habitations, on average, there are 109 schools per every hundred habitations. The number varies from State to State. The maximum in this respect is in Kerala, where in every hundred habitations, there are 135 schools. The Union Territory of Delhi comes next in order with 133. In Assam, there are 115, Jammu & Kashmir 113, Bihar 112, Mysore, Uttar Pradesh and Manipur 111 each, Punjab 110, Madras 108, Madhya Pradesh 106, Bombay and Rajasthan 104 each, Tripura 102, Orissa and Himachal Pradesh just 100. The number of schools per every 100 habitations just mentioned are boys' and girls' schools taken together. If, however, only the boys' schools are taken into consideration, then it is noticed that in some States, the total number of boys' schools is less than the number of habitations in those States. This is due to the fact that in some cases, though a girls' school exists, there is no boys' school. In this respect, Punjab ranks

first. In the Punjab, the number of such habitations is large, as in 11,229 habitations there are only 10,941 boys' schools, thus leaving 288 habitations without a school. Next comes Orissa where there are 14,957 boys' schools in 15,032 habitations, giving a difference of 75. In Rajasthan, there are 28 such cases and in Jammu & Kashmir 13, Himachal Pradesh three and Delhi one. This is also due to the fact that in some cases where the enrolment of girls is in excess of boys, the school is treated as a girls' school. There are, however, cases where a girls' school existed in the habitation and there was no provision for boys in the habitation itself and for their schooling they have to walk a long distance.

If the total number of habitations including those in the vicinity served by the schools are compared, it is found that in India every 100 schools at the primary school stage can be treated as serving 240 habitations including those in neighbourhood. Here again, the number varies considerably from 101 in Delhi to 793 in Himachal Pradesh. The index is pretty high in Uttar Pradesh also as 537 habitations are served by 100 schools. In Tripura it is 398, in Jammu & Kashmir 324, in Bihar 295, in Madras 235, in Orissa 260, in Rajasthan 259, in Madhya Pradesh 207, in the Punjab 190, in Mysore 166, in Manipur 155, in Assam 146, in Andhra Pradesh and Bombay 144 each, in Kerala 117 and in Delhi 101.

Accordingly, the number of habitations served in the vicinity also varies from State to State, the maximum being 693 in Himachal Pradesh and the minimum in Delhi. In Uttar Pradesh it is 447. Except in the States of Bihar, Jammu & Kashmir and Tripura it is less than 200 and in Madhya Pradesh, Madras, Orissa and Rajasthan, it is less than 200 but more than 100. In the rest, it is less than 100.

4. *Calculation of Children of School-going Age.*—What is more significant than the number of schools in the different habitations is the number of local and non-local boys and girls enrolled compared with the school-going population in the habitations, and for this purpose, it is necessary to compare the number of children reported as enrolled in Form 7A to the total school-going population. Though this has been worked out, it is not without defect. In the first place the number of children enrolled given in Form 7A includes both children falling outside the age-range of 6-11 for the primary school stage, while the figures for comparison that could be obtained from the Census would be for a given age-range, in the present context 6-11. It is not that all merely enrolled in the school register actually attend. As already pointed out, a uniform definition of local and non-local children was not followed and there has been some incidence of increased enrolment for one reason or another in smaller habitations which creates suspicion, through, the number of smaller habitations with schools being very small, the total effects of all these on the all-India total is negligible. On the other hand, the figures for the enrollable children is not up-to-date as it had to be calculated on the basis of the 1951 Census figures, and for want of any agreed rate at which the normal increase of the population at this age level could be calculated as also for reliable figures regarding increase or decrease in population due to migration etc., it is not possible to arrive at the correct estimate of the school going children at 6-11. The figures for enrollable children are according

to the 1951 Census, while those of enrolled are the actuals for 1957. Of course, if and when the exact multiplier for obtaining the 1957 figures of population of 6-11 is available, the correct increase could be calculated and this would be the excess to be added to the figures.

5. *Children yet to be Enrolled.*—The children to be enrolled have been calculated by subtracting the local and non-local pupils enrolled from the total number of school-going children on the 1951 population figures for the habitations having schools in them, and those having them in the vicinity separately. The total number of boys and girls of primary school age 6-11 on the basis of 1951 Census population will be found in Table No. 110 and the number of local and non-local children enrolled is given in Table 115 and the difference between these will be found in Table No. 117.

On reference to these tables, it will be seen that in Kerala, the number of children already enrolled is far in excess of the number of school-going children. Similarly in Assam, Madras, Delhi, Himachal Pradesh and Manipur, as the calculations show, the number of local boys enrolled is greater than the number of enrollable boys. It is not possible to say to what extent this is the correct picture of the situation obtaining there, as the present result may be due to various contributing factors. The same thing is true regarding the non-local boys in Madhya Pradesh, Delhi and Himachal Pradesh. In arriving at the totals, therefore, only the shortfall was taken into consideration.

It will be seen from Table No. 117 that a total of 74,27,270 local children were till then to be enrolled. Of these, a large number were girls as 61,46,488 girls were to be enrolled, the number of boys yet to be enrolled being only 12,80,782. Glancing through the columns it will be seen that the largest number of children to be enrolled were from Bihar, there the number of children yet to be enrolled being 12.47 lakhs of whom 9.15 lakhs were girls. Next comes Uttar Pradesh with 10.72 lakhs to be enrolled, of whom 8 lakhs were girls. Bombay had 9.48 lakhs children of whom 9.44 lakhs were girls. From Andhra Pradesh, in all 8.31 lakhs were to be enrolled and of these 6.65 lakhs were girls. From Madhya Pradesh, out of 6.27 lakhs to be enrolled 5.85 lakhs were girls. From both Rajasthan and Punjab, more than 5.5 lakhs each were to be enrolled, the number of local girls to be enrolled from Rajasthan being 3.97 lakhs while those from Punjab were 4.24 lakhs. In Assam, as already pointed out, the number of local boys enrolled is noticed to be already more than the theoretically calculated school-going population of boys. Only 1.99 lakhs local girls were taken as still to be enrolled.

As regards the non-local children, the total number is taken on the number of habitations in the vicinity that are served by school and their population. As will be seen from the same table, the total number of non-local children yet to be enrolled was 46,80,887 of whom 34,49,667 were girls and 12,31,220 boys. Here the largest number of non-local children to be enrolled was from Uttar Pradesh. There, in all 15.86 lakhs children were to be enrolled, of whom 12 lakhs were girls. In Bihar, out of 8.58 lakhs to be enrolled, 7.27 lakhs were girls. The other States where the number of children

to be enrolled was quite considerable were, Madras (5.38 lakhs), Orissa (4.34 lakhs), Madhya Pradesh (1.99 lakhs), Andhra Pradesh (1.95 lakhs), Bombay (1.90 lakhs) Punjab (1.85 lakhs), Mysore (1.63 lakhs) and Rajasthan (1.52 lakhs).

The total result of all these is that in all 1,21,08,157 children were to be enrolled of whom 95,96,155 were girls and 25,12,002 were boys. The sum total of local and non-local pupils, the total back-load in Uttar Pradesh was 26.59 lakhs pupils, of whom 20 lakhs were girls. In Bihar there were 21.14 lakhs of whom 16 lakhs were girls. In Andhra Pradesh, there were 10.26 lakhs, in Madras 9.38 lakhs, in Orissa 8.78 lakhs, in Madhya Pradesh 8.26 lakhs, in the Punjab 7.41 lakhs and in Rajasthan 7.11 lakhs. It is necessary to examine whether the existing teachers can cope up with the work if all these children were enrolled.

6. The Existing Teachers.—It will be seen from Table No. 118 that there were on the 31st of March 1957, 5,13,013 teachers working in the primary school classes, whether they be forming part of primary schools, middle schools or high schools. Of these, 80,528 were from Bombay, 62,441 from Uttar Pradesh, 57,883 from Andhra Pradesh, 54,156 from Madras, 48,244 from Kerala and 47,042 from Bihar. From other States and territories, the number of teachers was comparatively smaller.

It would be of some interest to find out the number of teachers per school. From Form 7A, the frequency tabulation could have been prepared indicating how many schools have one, two or more teachers. However, the frequency tables were not prepared by the District Officers except in Uttar Pradesh and hence it is not possible to say how many of these were single-teacher schools and how many multi-teacher schools. However, most of the schools in smaller habitations are single-teacher schools. The number of schools and the total number of teachers being known, the number of teachers per school could be calculated. In Delhi, on an average, there were 3.4 teachers per school. In Madras, there were 2.7, Mysore 2.5, Manipur 2.4, Himachal Pradesh, Andhra Pradesh and Kerala 2.2 each and Uttar Pradesh 2.1. As the average for the country comes to 2, the number of teachers per school in other States is less than this average. Bombay and Orissa have 1.9, Punjab and Madhya Pradesh 1.8, Jammu & Kashmir 1.7, Rajasthan and Bihar 1.6 and Assam 1. It is but natural that the number of teachers per school should be more than one as there are bigger schools in some villages and in some there are more than one. In some there are separate girls' schools, in some there were both men and women teachers. It would be interesting to find out the proportion of men and women teachers in the different States.

7. Women Teachers.—Of the 5,13,013 teachers working at the primary school stage, only 62,262 were women, while 4,50,751 were men, thus only about 12.1% were lady teacher.

The proportion of women teachers varies considerably from State to State. It will be seen from Table No. 118 that the highest percentage is in Kerala, the number of women teachers being 37.4% and that of men teachers 62.6%. As against this, the proportion of women teachers is the least in Orissa, there 98.58% being men and

1.42% being women at the primary school stage. Manipur comes next with 3.22% and then Rajasthan with 4.27% women teachers. In Uttar Pradesh, 5.39% of the teachers were women. In M. Pradesh it is 5.65% and in Bihar 7.06%. In Bombay it is 7.51%, Mysore 7.89%, Tripura 8.41%, Himachal Pradesh 8.94%, Assam 9.3%, Jammu & Kashmir 12%. Andhra Pradesh 12.45% and the Punjab 14.71%. In Delhi it is 17.41% and in Madras 22.7%.

8. *Enrolment of Girls and Women Teachers.*—It is not possible to say positively from these percentages whether the existence of more women teachers has increased the enrolment of girls in schools. Comparing, however, the percentage of women teachers in the different States, or for that matter, even in the different districts in Form 7A, with the enrolment of girls, it cannot be said that higher percentage of women teachers has brought in more girls. On the other hand, there are cases, where in spite of a comparatively larger percentage of women teachers, the enrolment of girls is not at all higher. In Assam, though the number of women teachers to the total number of teachers is only 9.3%, the number of girls to the total number of pupils is about 28.35%. Similarly in Bombay, though the number of women teachers is only 7.51% of the total number of teachers, the number of girls enrolled was 31.59% of the total number of pupils. On the other hand, Punjab having 14.71% of women teachers, that is double the percentage of that in Bombay, the percentage of girls enrolled there was only 23.16%. In Delhi, the proportion of women teachers is still higher, viz. 17.41% but the number of girls was only 23.38%. Orissa having only 1.42% has also got 23.61% of girls in schools. In Mysore with only 7.89% of lady teachers, the enrolment of girls is 34.34%. Glancing through the Forms 7A at random, it was not possible to find any positive correlation between the number of women teachers and the enrolment of girls. However, from the few cases which could be casually seen, nothing definite could be affirmed. Cases could be seen where in the same *tehsil*, in a habitation where there were separate schools for girls or lady teachers in the single school, the proportion of girls enrolled was not necessarily higher than that in others where only men teachers were working. However, these cases, casually noticed while just turning a few pages, cannot be taken as a positive indication one way or the other. The data, if further analysed, would throw light on the influence on the enrolment of girls in schools due to women teachers.

The main point under consideration is the extent to which the existing teachers can cope up with the additional enrolment, or to put it the other way, how many additional teachers would be necessary if all the school-going children are to be enrolled.

9. *Pupil-teacher Ratio.*—The number of teachers employed in a school is, of course, proportionate to the number of children enrolled. However, a minimum of one teacher is always needed whatever be the size of the school. As in the present planning, the school area have been limited to a minimum total population of 300, ordinarily there should be no difficulty to have 40 children per teacher but where enrolment is not satisfactory, the teacher's energy to this extent remains un-utilised, though in an arithmetical calculation of the average pupil-teacher ratios, it gets adjusted with other

schools where the enrolment is proportionately larger for the number of teachers employed there, though the services of the teacher remaining un-utilised at one place can be of no use at another place where the teachers are over-worked.

Comparing the number of children enrolled with the number of teachers employed, it is found that the pupil-teacher ratio is 34 pupils to one teacher. The ratio is higher than the generally accepted ratio of 40 only in Assam, where 41 pupils are under instruction under each teacher. Among other States, the maximum is in Kerala, 38 pupils being taught by one teacher. It is 37 in Bombay and the Punjab, 36 in Bihar, 35 in Uttar Pradesh, 34 in Manipur, 33 in Jammu & Kashmir and Madhya Pradesh, 32 in Andhra Pradesh and Madras, 31 in Mysore and Tripura, 27 in Orissa and Rajasthan, 25 in Delhi and the least in Himachal Pradesh, there being only 24 pupils per teacher.

The smaller the class, greater the opportunity for the teacher to exercise the effectiveness of his personality and training. 30-40 pupils per teacher is the general pupil-teacher ratio mostly found. However, from a Unesco publication on Educational Survey, it was noticed that in some countries of the world, the pupil-teacher ratio is far higher than 40. For example, in Yugoslavia it is given as 57, France 45, German Federal Republic 48, Greece 49, Turkey 45, United States of America 49, Viet Nam 56 and the Philippines 49.

What is more significant for the purpose in hand is to find out how many more children could be enrolled with the existing teachers and secondly how many more teachers would be required if all the children of school-going age were to be enrolled.

10. *Teachers Needed for Pupils Enrolled.*—On all-India average, the number of pupils per teacher at the primary stage is about 34. In consideration of the difficult resources position of the country it is necessary to make the utmost endeavour to raise it to about 40. In doing so, special conditions and difficulties of individual areas and localities—particularly the density of population will no doubt, have to be taken into consideration. Fuller utilisation of the existing teachers to the extent possible in this manner will result in providing schooling facilities to many more children with very little additional expenditure.

It also follows that henceforth, the planning of primary schools and calculation of the requirement of teachers to provide compulsory primary education, for all children should be made on the basis of an average pupil teacher ratio of 40:1.

13. *Accommodation.*—Form 7A also collected information regarding the number of rooms and the total floor-space available. Here again, as in the case of teachers, it is the study of individual cases that is important and not the averages struck for the whole of India or even each State or district. However, as these give the general trend, they are indicated in brief here. The number of classrooms and the floor-space available has been tabulated in Table No. 120. As figures for number of classrooms and the floor-space could not be tabulated for Assam, Bihar and Madras, the all-India totals have not been struck. In regard to accommodation, what matters is

not merely the number of rooms or the size of the rooms, but the convenience of accommodation to suit the requirements. However, from the present figures only certain averages could be found out which may be of some interest.

Comparing the number of schools with the number of rooms, it is noticed that in Mysore there are only 152 rooms per hundred schools, while in Kerala there are 395 rooms per hundred schools. Next to Kerala stands Himachal Pradesh with 249 rooms per hundred schools and next in order come Delhi with 233, Tripura with 221, Uttar Pradesh with 207, Jammu & Kashmir with 206, Manipur with 189, Orissa with 184, Punjab with 183, Bombay with 175, Rajasthan with 171, Andhra Pradesh with 170, Madhya Pradesh with 164 and Mysore with 152.

Comparing the total area with the number of rooms, the average size of the room could be obtained. These vary from 454 square feet per room in Andhra Pradesh to 128 square feet in Rajasthan. That means, the average size of a classroom in Rajasthan according to the figures given by the teachers, is about 11' × 11'. The average size in Kerala is 448 square feet. In the States of Bombay, Mysore, Orissa, Punjab and Tripura, it is more than 300 square feet. In Madhya Pradesh, Uttar Pradesh and Delhi it is more than 250 square feet, while in Jammu & Kashmir it is 235 square feet and in Himachal Pradesh 226 square feet.

Comparing the total number of pupils with the number of rooms, it is found that in Kerala about 61 children sit in a room, while in Himachal Pradesh there are only 21 per room. The number per room is more than 40, besides Kerala, in the States of Andhra Pradesh, Bombay, Delhi and Manipur. In Mysore, it is 39, in the Punjab and Uttar Pradesh 37 and in Madhya Pradesh 31. In Rajasthan it is 26 and in Orissa 23.

Comparing the average number of pupils per room with the size of the room, or alternately to compare the total floor-space with the number of children, the floor-space per child can be obtained. In Orissa, each child gets about 13.6 square feet. In Andhra Pradesh, it is 10.75, in Himachal Pradesh 10.55, Tripura 10.05, Punjab 9.35, Manipur 9.25, Mysore 8.9, Bombay 8.8 and Jammu & Kashmir 8.6 square feet. On an average, a child ought to have at least about 8 square feet of floor area but in Kerala and Madhya Pradesh, it is a little less, in Madhya Pradesh it being 7.93 square feet and in Kerala 7.39 square feet. In Delhi it is 7.17, in Uttar Pradesh it is still lower being 6.89, and in Rajasthan, it is the least, being 5 sq. feet per child.

As the goal is to endeavour to provide educational facility to all children up to the age of 14, it is necessary to ensure that middle school facility exists within reasonable distance. For this purpose, first the school areas for the existing middle schools had to be delimited. To this we turn in the next chapter.

Table No. 117 Number of Local and Non-Local Children from the existing Primary School Areas, not enrolled on 31-3-1957

States	Local			Non-Local			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	1,65,880	6,65,342	8,31,222	76,419	1,18,533	1,94,952	2,42,299	7,83,875	10,26,174
Assam . . . . .	..	1,99,128	1,99,128	1,356	51,700	53,056	1,356	2,29,828	2,52,184
Bihar	3,31,604	9,15,436	12,47,040	1,40,631	7,26,893	8,67,524	4,72,235	16,42,329	21,14,564
Bombay	3,163	9,44,511	9,47,674	33,553	1,56,920	1,90,473	36,716	11,01,431	11,28,147
J. & K.	17,791	60,396	78,187	20,688	47,959	68,647	37,879	1,08,355	1,46,234
Kerala . . . . .	..	..	..	..	..	..	..	..	..
Madhya Pradesh	41,494	5,85,618	6,27,112	..	1,99,550	1,99,550	41,494	7,85,168	8,26,662
Madras . . . . .	..	3,99,525	3,99,525	2,15,040	3,23,441	5,38,481	2,15,040	7,22,966	9,38,006
Mysore	59,659	3,63,393	4,23,052	61,633	1,02,096	1,63,729	1,21,292	4,65,489	5,86,781
Orissa	93,630	3,51,619	4,45,249	1,70,233	2,63,327	4,33,560	2,63,863	6,14,946	8,78,809
Punjab	1,30,875	4,24,389	5,55,264	68,861	1,16,935	1,85,796	1,99,736	5,41,324	7,41,060
Rajasthan	1,62,219	3,97,161	5,59,380	51,616	1,01,171	1,52,787	2,13,385	4,98,332	7,11,717
Uttar Pradesh	2,72,626	7,99,841	10,72,467	3,85,461	12,00,282	15,86,743	6,59,087	20,00,123	26,59,210
Delhi . . . . .	..	5,498	5,498	..	..	..	..	5,498	5,498
Himachal Pradesh . . . . .	..	6,798	6,798	..	22,411	22,411	..	29,209	29,209
Manipur . . . . .	..	15,815	15,815	405	4,431	4,836	405	20,296	20,651
Tripura	1,841	12,018	13,859	4,924	14,018	18,942	6,765	26,036	32,801
TOTAL	12,80,782	61,46,488	74,27,270	12,31,220	34,49,667	46,80,887	25,12,002	95,96,155	1,21,08,157

Table No. 118 Teacher-Pupil Ratio

Sl. No.	States	No. of Teachers			Percentage of Men and Women Teachers		Pupil Ratio
		Men	Women	Total	Men	Women	
1	2	3	4	5	6	7	8
1	Andhra Pradesh	50,676	7,207	57,883	87·55	12·45	32
2	Assam	17,349	1,778	19,127	90·70	9·30	41
3	Bihar	43,721	3,321	47,042	92·94	7·06	36
4	Bombay	74,482	6,046	80,528	92·49	7·51	37
5	Jammu & Kashmir	3,115	425	3,540	87·99	12·01	33
6	Kerala	30,203	18,041	48,244	62·60	37·40	38
7	Madhya Pradesh	32,637	1,953	34,590	94·35	5·65	33
8	Madras	14,861	12,295	27,156	77·30	22·70	32
9	Mysore	34,571	2,963	37,534	92·11	7·89	31
10	Orissa	23,189	333	23,522	98·58	1·42	27
11	Punjab	19,174	3,308	22,482	85·29	14·71	37
12	Rajasthan	14,479	646	15,125	95·73	4·27	27
13	Uttar Pradesh	59,073	3,368	62,441	94·61	5·39	35
14	Delhi	778	164	942	82·59	17·41	25
15	Himachal Pradesh	2,038	200	2,238	91·06	8·94	24
16	Manipur	1,684	56	1,740	96·78	3·22	34
17	Tripura	1,721	158	1,879	91·59	8·41	31
TOTAL		4,50,751	62,262	5,13,013	87·86	12·14	34

Table No. 119 Additional enrolment with existing teachers and additional teachers for enrolment of all

States	40 Pupils per Teacher					50 Pupils per Teacher			
	Total capacity	Total enrolled	Unsuod capacity	Left over	Additional teachers required	Total capacity	Unservod capacity	Left over	Additional teachers required
Andhra Pradesh	23,15,320	18,65,331	× 14,49,989	5,76,185	14,404	28,94,150	10,28,819	..	..
Assam	7,65,080	7,82,331	— 17,251	2,69,435	6,733	9,56,350	1,74,019	1,78,165	3,563
Bihar	18,81,680	17,51,881	× 1,65,799	19,48,765	48,719	23,52,100	6,63,219	14,78,345	29,567
Bombay	32,21,120	29,38,770	× 2,62,350	8,65,797	21,645	40,26,400	10,67,630	60,517	1,210
J. & K.	1,41,600	1,18,403	× 23,197	1,23,037	3,076	1,67,000	48,597	97,637	1,953
Kerala	19,29,760	18,54,612	× 75,148	..	..	23,12,200	4,57,588	..	..
Madhya Pradesh	13,83,600	11,39,453	× 2,44,147	5,82,515	14,563	19,29,500	5,90,047	2,36,615	4,732
Madras	21,66,240	17,39,349	× 4,26,891	5,11,115	12,778	27,07,800	9,68,451	..	..
Mysore	15,01,360	11,77,861	× 3,23,499	2,63,282	6,582	18,76,700	6,98,839	..	..
Orissa	9,40,880	6,25,322	× 3,15,558	5,63,251	14,081	11,76,100	5,50,778	3,28,031	6,560
Punjab	8,99,280	8,42,884	× 53,396	6,84,664	17,116	11,24,100	2,81,216	4,59,844	9,197
Rajasthan	6,05,000	4,04,204	× 2,00,796	5,10,921	12,773	7,56,250	3,52,046	3,59,671	7,193
Uttar Pradesh	24,97,640	22,03,309	× 2,94,331	23,64,879	59,122	31,22,050	9,18,741	17,30,469	34,809
Delhi	37,680	23,907	13,773	..	..	47,100	23,193	..	..
Himachal Pradesh	89,520	53,903	35,613	..	..	1,11,900	57,993	..	..
Manipur	69,600	59,744	9,856	10,707	2,677	87,000	27,256	..	..
Tripura	75,160	59,081	16,079	16,722	418	93,950	34,869	..	..
TOTAL	2,05,20,520	1,76,24,349	28,96,171	52,91,275	2,34,687	2,56,50,650	80,26,301	4,93,92,941	98,784

Table No. 120 Accommodation at the Primary School Stage etc. (as on 13-3-1957).

States	Floor Area in sq. ft.	Number of Class rooms	Total No. of Schools	Total No. of Pupils	Floor space per child in sq. ft.	Average No. of pupils per room	Average size of the room (area in sq. feet)	Average No. of rooms per 100 schools	Average No. of schools per 100 Hab. (in them)	Average No. of Hab. per 100 schools (Total served)	Average No. of Hab. per 100 school (near)
Andhra Pradesh .	2,00,59,620	44,217	25,948	18,65,331	10.75	42	45.4	170	114	144	57
Assam . . . . .	..	..	12,636	7,82,331	..	..	..	..	115	146	59
Bihar . . . . .	..	..	29,633	17,15,881	..	..	..	..	112	295	206
Bombay	2,60,81,316	73,598	42,078	29,58,770	8.81	40	35.4	175	104	114	48
J. & K.	10,29,059	4,386	2,126	1,18,403	8.69	27	23.5	206	113	324	236
Kerala	1,36,98,291	30,603	7,749	18,54,612	7.39	61	44.8	395	135	117	43
Madhya Pradesh .	90,41,355	36,200	22,079	11,39,453	7.39	31	25.0	164	106	207	133
Madras . . . . .	..	..	19,452	17,39,349	..	..	..	..	108	235	143
Mysore	1,04,82,614	30,192	19,877	11,77,861	8.90	39	34.7	152	111	166	76
Orissa	85,05,171	27,766	15,121	6,25,322	13.60	23	30.6	184	101	260	161
Punjab	78,78,708	22,562	12,344	8,42,884	9.35	37	34.9	183	110	190	99
Rajasthan	20,21,055	15,847	9,284	4,04,204	5.00	26	12.8	171	104	259	163
Uttar Pradesh . .	1,51,90,967	59,814	28,925	22,03,309	6.89	37	25.4	207	111	537	447
Delhi	1,71,347	587	252	23,907	7.17	41	29.2	233	133	101	25
Himachal Pradesh	5,68,816	2,514	1,008	53,907	10.55	21	22.6	249	100	793	693
Manipur	5,52,842	1,409	745	59,744	9.25	42	39.2	189	111	155	65
Tripura	5,93,651	2,020	914	59,081	10.05	29	29.4	221	102	398	300
TOTAL	..	..	2,50,171	1,76,24,349	..	..	..	..	109	240	148

Table—No. 121 Rural Habitations (with percentages) served at the Middle School Stage by the Existing Schools in them

State	No. & %	Population Slabs					Total	% to Total
		5,000	2,000	1,500	1,000	Below 1,000		
Andhra Pradesh	No. 78 % 82.11	586 32.30	141 8.75	155 4.17	156 0.36	1,116 2.20	4.25	
Assam	No. 9 % 81.82	81 34.76	57 18.81	184 21.17	978 40.54	1,309 5.12	4.98	
Bihar	No. 39 % 69.64	493 41.57	356 25.28	627 16.22	1,779 1.72	3,294 3.00	12.54	
Bombay	No. 65 % 86.67	1,478 80.63	977 56.44	1,460 32.55	1,495 2.20	5,484 7.20	20.88	
J. & K.	No. 6 % 100.00	49 71.01	42 23.60	34 28.81	131 1.25	262 2.42	1.00	
Kerala	No. 73 % 86.90	696 45.94	398 28.57	418 19.22	356 6.48	1,941 18.21	7.39	
Madhya Pradesh	No. 13 % 86.67	288 69.90	231 45.83	277 16.74	579 0.73	1,388 1.69	5.28	
Madras	No. 66 % 83.54	526 6.48	251 22.96	346 12.27	593 1.27	1,782 3.43	6.78	
Mysore	No. 22 % 88.00	549 79.34	403 64.07	857 49.62	1,695 4.55	3,526 8.74	13.42	
Orissa	No. 5 % 62.50	67 53.00	148 25.26	111 14.98	417 0.84	778 1.51	2.96	
Punjab	No. 32 % 76.19	470 54.65	221 26.06	214 12.62	366 1.50	1,303 4.07	4.96	
Rajasthan	No. 6 % 75.00	282 67.14	147 32.31	134 11.14	145 0.32	714 1.52	2.72	
Uttar Pradesh	No. 30 % 68.18	443 38.49	314 23.99	499 12.55	1,722 0.75	3,008 1.38	11.45	
Delhi	No. .. % 0.00	15 78.95	14 70.00	12 30.00	18 8.57	59 20.41	0.22	
Himachal Pradesh	No. .. % 0.00	.. 0.00	.. 0.00	.. 0.00	152 1.19	152 1.19	0.58	
Manipur	No. 2 % 50.00	19 50.00	8 25.81	15 18.75	31 1.75	75 3.89	0.29	
Tripura	No. 1 % 100.00	4 25.00	3 20.00	13 20.00	55 1.08	76 1.46	0.29	
TOTAL	No. 447 % 80.83	6,076 52.55	3,711 30.63	5,365 18.33	10,668 1.36	26,267 3.13	100.00	
% to TOTAL	1.70	23.13	14.13	20.42	40.61	100.00		

CHAPTER 36

Existing Middle Schools

1. *The Middle School Stage.*—As already explained, in this Survey what is enumerated under the title 'Middle School' is not only what are known or designated as middle schools but schools that provide facility at the middle stage. Some of these may be surely middle schools without any primary or high school classes. On the other hand, they could be full-fledged primary schools or senior basic schools having both the lower primary classes as also the next three classes forming the middle school stage. They can also be secondary schools having middle and high school classes. There are also high schools which have classes right from the first primary and, therefore, naturally middle school classes also. All these different types of schools by whatever name they may be designated were enumerated in the category of 'middle school' for the purpose of this Survey. What was intended to be found out was whether or not facility for education at the middle school stage existed in the habitation itself or in the vicinity within about three miles.

The standards included in the middle school stage differ from State to State and in some of the States, which are formed of different former States, they differ in different parts of the same State. What exactly is meant by middle school stage is indicated in Table No. 94.

The middle school stage comprises a three-year course in Standards V-VII, where the primary school course is from standards I to IV and in others where the primary school course lasts for five years that is from standard I to V the middle school stage is usually comprised of standards VI to VIII.

2. *The Source.*—As regards the existing facility at the middle school stage, in the first place, entry had to be made in column 11 of the Register of Habitations (Rural Areas) and hence information regarding the habitations having middle schools in them can be obtained by reference to Form 2 of this Register. The same entry is repeated in the Slab Register showing the habitations with and without school in Form 2. The entries here being slab-wise were more suited for the purpose of preparing the abstracts regarding habitations with middle schools. However neither the Habitation Register nor the Slab Register gives information regarding the habitations served by middle schools in the neighbourhood and for this purpose therefore reference had to be made only to the Register of School Areas (Rural) in Form 4. In column 17 of this Form entry is made regarding the existing middle schools and in column 18 regarding the proposals and when a habitation is served by an existing or the proposed school in the neighbouring habitation, entry is made in column No. 19 showing the serial number of the habitation, the school in which the habitation served its needs. Column 20 shows the distance of the habitation from the school.

In view of this, therefore, as complete information in regard to middle schools showing whether an existing or proposed school exists in the habitation or in the adjoining habitation could be

obtained from the School Area Register, the necessary abstracts in the District Tables VIIIA and VIIIB were prepared from the School Area Register. Reference in this regard to the School Area Register was still more useful because in some cases, though a habitation was being served by a school in the adjoining habitation, within the distance limit of 3 miles set out, ultimately if it was noticed that it deserved a school in it or another proposed school at a shorter distance could serve its needs, then the final position could be better viewed from this Register and that is why reference to Register of School Areas (Rural) was preferred for the purpose of this tabulation.

The information available in these columns was to be entered in the Form and the ultimate result was tabulated in District tables VIIIA for the existing position, in proforma No. 4, showing the number of habitations served by the existing middle schools.

3. *The Classification and Grouping used.*—In this proforma, instead of showing the number of habitations in each of the nine Population Slabs, according to the distance the child is to walk, as in the case of primary schools, the habitations were divided into broad categories, showing whether or not the habitation was in it or outside it were indicated. The habitations grouped according to the population slabs '5,000 and above', '2,000-4,999', '1,500-1,999', '1,000-1499' and 'below 1,000' were shown in three different columns against each of these population slabs indicating (a) the number of habitations having middle schools in them, (b) those served by schools outside, and (c) those not served by any middle school at all. The last column gave the total number of habitation in the slab.

This table VIIIA gives the slab-wise distribution of habitations served on the 31st of March 1957 by middle schools (a) existing in them or (b) within a walkable distance of three miles and (c) not served within this distance by any middle school. The first two slabs in this respect are the same as in the case of population slabs for the primary school stage. The third slab for the primary school stage, viz. 1000-1999 has been sub-divided into two parts, 1500-1999 and 1000-1499. As the minimum population necessary for a habitation to have a middle school in it, even for itself was 1500 it was considered advisable to have a break-up of the slab 1000-1999 into two sub-slabs so that how many of the habitations above and how many below the population limit laid down had a middle school in them could precisely be known. The different slabs below 1000, used in the case of primary schools, were not used here as ordinarily the question whether a habitation should have a middle school or not could be solved by knowing this broad classification. Marginal cases could occur mostly in population slab 1000-1500 and hence in the case of other smaller habitations it was not considered necessary to have all the smaller slabs separately.

4. *The Distance Limit.*—The distance limit for tagging on habitations to an existing area proposed for a middle school was kept as three miles. It is true that three miles is a pretty long distance but looking at the total population of the different habitations and the manner in which the rural habitations are scattered as also the

economic conditions of the country under which it would be impracticable to have in the near future middle schools in each one of the habitations, this distance limit was considered inevitable. If however at a future date any other distance limit is decided upon, the data collected in this Survey is so tabulated that it could be easily recast to know what the changes would be as the mutual distances between habitations as also their population and the school areas for the primary school within one mile radius are available both in the School Area Register and on the maps. In Kerala the distance limit of two miles was taken.

As a result of this three miles distance, the distance ordinarily between two middle schools, whether existing or proposed in the case of normally or evenly scattered habitations is likely to be about 5.2 miles, presuming that the schools are equi-distant from one another.

5. *The Population Limit.*—The population limit laid down for a middle school was 1500 because at the rate of about $7\frac{1}{2}\%$, about 110 pupils according to the 1951 census would be available and so an adequate number of children for one class for each standard would be possible. If the population of the adjoining habitations could make up a total population of 1500, then also a middle school could be proposed. This, however, does not mean that for every 1500 of the population one middle school was to be proposed. What was envisaged was if the population of the habitation itself was 1500, then on the strength of its own population it could have a middle school and that was to be recommended. In the case of others, however, it was the distance limit of three miles from an existing or proposed school, that was to have precedence over the total population of 1500 and a middle school was to be proposed at the central place provided the total population of the habitations within three miles from that central place was at least 1500. The distance limit could be, of course, slightly extended or the population limit slightly reduced in special circumstances.

6. *Middle Schools in Urban Areas.*—In finding out whether habitations were served at the middle school stage, apart from the habitations served by the existing middle schools in the rural area, habitations served by urban schools within the distance limit of three miles were also taken into consideration. Though the District Table VIIIA, however, gives statistics regarding rural habitations only, while making proposals for new schools in the rural areas as the population limit for a middle school was 1500, care was taken to see that no urban area was left out of consideration.

7. *Middle School Areas not Restricted by Revenue Boundaries.*—As the distance limit of three miles was laid down in the case of middle school, the District and the State Special Officers were advised not to keep the limit of the middle school areas restricted by the revenue boundaries of *tehsil* or district and all possible inter-*tehsil* and inter-district adjustments were required to be made so that maximum benefit was reaped both of the existing as well as proposed schools.

8. *Habitations with Middle Schools.*—From the statistical tabulation it will be seen that of the total 8,40,033 rural habitations, 16,267 habitations had middle schools in them on the 31st March

Table No. 122 Rural Habitations (with percentages) served at the Middle School Stage by the existing Schools in the neighbouring Habitations

States	No. & %	Population Slabs					Total	% to Total
		5,000	2,000	1,500	1,000	Below 1,000		
Andhra Pradesh	No. % 14 14.74	596 32.86	651 40.38	1,545 41.53	17,572 40.41	20,378 40.18	5.14	
Assam	No. % 1 9.09	109 46.78	202 66.67	570 65.59	13,471 55.84	14,353 56.19	3.62	
Bihar	No. % 13 23.21	556 46.88	869 61.72	2,642 68.34	69,263 67.04	73,343 66.78	18.50	
Bombay	No. % 4 5.33	36 1.96	129 7.45	966 21.40	24,846 36.54	25,981 34.12	6.55	
J. & K.	No. % .. 0.00	6 8.70	46 25.84	47 39.83	2,036 19.45	2,135 19.70	0.54	
Kerala	No. % 10 11.90	753 49.70	896 64.32	1,560 71.72	4,083 74.33	7,302 68.50	1.84	
Madhya Pradesh	No. % 1 6.67	71 17.23	80 15.87	531 32.08	23,327 29.31	24,010 29.22	6.05	
Madras	No. % 12 15.19	495 6.09	670 61.30	2,022 71.69	32,391 69.26	35,589 68.60	8.97	
Mysore	No. % 2 8.00	49 7.08	94 14.94	443 25.65	24,425 65.55	25,013 62.01	6.31	
Orissa	No. % .. 0.00	42 22.95	297 50.68	308 41.57	19,573 39.20	20,220 39.30	5.10	
Punjab	No. % 10 23.80	289 33.60	415 48.94	991 58.43	15,630 63.98	17,335 62.19	4.37	
Rajasthan	No. % .. 0.00	20 4.76	51 11.21	234 19.45	13,311 29.75	13,616 29.08	3.43	
Uttar Pradesh	No. % 1 2.27	290 25.20	447 34.15	1,596 40.15	1,07,419 46.89	1,09,753 46.59	27.68	
Delhi	No. % .. 0.00	.. 0.00	.. 0.00	24 60.00	160 76.19	184 63.67	0.05	
Himachal Pradesh	No. % .. 0.00	.. 0.00	.. 0.00	2 22.22	5,437 42.60	5,430 42.58	1.38	
Manipur	No. % 2 50.00	16 42.11	19 61.29	50 62.50	484 27.28	571 29.63	0.14	
Tripura	No. % .. 0.00	8 50.00	7 46.67	30 46.15	1,275 25.04	1,320 25.44	0.33	
TOTAL	No. % 70 12.66	3,336 28.85	4,872 40.21	13,561 46.33	3,74,703 47.64	3,96,540 47.21	100.00	
% to TOTAL		0.02	0.84	1.23	3.42	94.49	100.00	

Table No. 123 Rural Habitations (with percentages) not served at the Middle School Stage by any existing School in them or in the neighbouring Habitations

States	No. & %	Population Slabs					Total	% to Total
		5,00	2,000	1,500	1,000	Below 1,000		
Andhra Pradesh	No. % 3 3·15	632 34·84	820 50·87	2,020 54·30	25,754 59·23	29,229 57·62	7·01	
Assam . . .	No. % 1 9·09	43 18·45	44 14·52	115 13·23	9,677 40·11	9,880 38·68	2·37	
Bihar . . .	No. % 4 7·14	137 11·55	183 12·99	597 15·44	32,278 31·24	33,199 30·23	7·96	
Bombay . . .	No. % 6 8·00	319 17·40	625 36·11	2,078 46·04	41,658 61·26	44,686 58·68	10·71	
J. & K. . . .	No. % .. 0·00	14 20·29	90 50·00	37 32·20	8,300 79·30	8,441 77·88	2·02	
Kerala	No. % 1 1·19	66 4·36	99 7·11	197 9·06	1,054 19·19	1,417 13·29	0·34	
Madhya Pradesh	No. % 1 6·67	53 12·86	193 38·29	847 51·18	55,686 69·96	56,780 69·09	13·61	
Madras	No. % 1 1·27	101 1·24	173 15·83	451 16·00	13,784 29·47	14,510 27·97	3·48	
Mysore	No. % 1 4·00	94 13·58	132 20·99	427 24·72	11,144 29·91	11,798 29·25	2·83	
Orissa	No. % 3 37·50	44 24·04	141 24·06	322 43·45	29,940 59·96	30,450 59·19	7·30	
Punjab	No. % 0 0·00	101 11·74	212 25·00	491 28·95	8,434 34·52	9,238 33·14	2·21	
Rajasthan . .	No. % 2 25·00	118 28·10	257 56·48	835 69·41	31,288 74·40	32,500 69·40	7·78	
Uttar Pradesh .	No. % 13 29·55	418 36·32	548 41·86	1,880 47·30	1,19,935 52·36	1,22,794 52·13	29·43	
Delhi	No. % .. 0·00	4 21·05	6 30·00	4 10·00	32 15·24	46 15·92	0·01	
Himachal Pradesh	No. % .. 0·00	.. 0·00	.. 0·00	7 77·78	7,175 56·21	7,182 56·23	1·72	
Manipur . . .	No. % .. 0·00	3 7·89	4 12·90	15 18·75	1,259 70·97	1,281 66·48	0·31	
Tripura	No. % .. 0·00	4 25·00	5 33·33	22 33·85	3,762 73·88	3,793 73·10	0·91	
TOTAL	No. % 36 6·51	2,151 18·60	3,532 29·15	10,345 35·34	4,01,160 51·00	4,17,224 49·67	100·00	
% to Total		0·01	0·52	0·85	2·47	96·15	100·00	

1957. These formed 3·13% of the total number of habitations. Of these, the maximum number was found in Bombay, middle schools being in 5,484 habitations which form about 20·88% of the total. Next in order would come Mysore with 3,526 habitations having middle schools in them, thus accounting for another 13·42%. Bihar with 3,294 habitations forming 12·54% of the total comes next, Uttar Pradesh with 3,008 form 11·4%. Other States have comparatively lesser number of habitations having middle schools in them. Kerala has got 1,941, Madras has got 1,782, Madhya Pradesh 1,388 forming only 5·28% of the total and then Punjab 1,303 and Assam 1,309 both forming a little less than 5%. Andhra Pradesh has 1,116 and Rajasthan has only 714. Amongst the States, Jammu and Kashmir has the least, there being only 262 habitations with middle schools and a little higher would come for Rajasthan with its 714. Of course, the Union territories have the least number, as they are small, there being 152 in Himachal Pradesh, 76 in Tripura, 75 in Manipur and 59 in Delhi, which had the least.

9. *Percentage of Habitations with Middle Schools.*—However the number of habitations that can possibly have middle schools located in them depends to a certain extent on the total number of habitations in the State. If the total number is itself less, then naturally one cannot expect a large number of habitations with middle schools in them and hence it is necessary to compare the number of habitations with middle schools in them with the total number of habitations in the States.

Considered from this point of view, Kerala ranks first with educational facility at the middle school stage, in the habitation itself, for 18·21% of its habitations. Next to it comes Mysore with 8·74% of the habitations having this facility in the habitation. Next in order are Bombay (7·20%), Assam (5·12%), Punjab (4·67%), Himachal Pradesh (3·89%) and Tripura (3·13%). In the case of other States, they have comparatively smaller percentage. Delhi of course is an exception. 20·41% of its habitations have got provision at the middle school stage.

10. *The Slab 5,000 and Above.*—As already mentioned, middle school facility is expected to be provided in all habitations with population 1,500 and above. Viewed from this limit, it is noticed that 447 habitations out of a total of 553 in the slab 5,000 and above have already schools in them and 70 have it only in the vicinity, thus leaving out only 36. This means in this highest slab, nearly 81% of the population has got the provision at the middle school stage in habitation itself. 12·66% have got it in the vicinity while only 6·5% have not got it. Though the percentage of habitations without Middle School facility appears very small (as also the number of habitations, viz., 36) in view of the population of these habitations, this is to be treated as substantially big gap. This is all the more so when, as will be presently noticed, some of the smaller habitation in the slab 1,000 and below have got middle schools located in them. The population in some of these is very meagre.

Of the 36 habitations in this slab not having the provision at the middle school stage, 13 are from Uttar Pradesh, 6 from Bombay, 4 from Bihar, 3 each from Andhra Pradesh and Orissa, 2 from Rajasthan and one each from Assam, Kerala, Madhya Pradesh Madras

and Mysore and none from Jammu and Kashmir, Punjab and the Union Territories.

As regards habitations in this slab served by a school in the vicinity 14 are from Andhra Pradesh, 13 from Bihar, 12 from Madras, 10 each from Kerala and Punjab, 4 from Bombay and from others one or two. There are none again from Jammu and Kashmir, Orissa, Rajasthan, Delhi, Himachal Pradesh and Tripura.

As regards the habitations having middle schools in them, of the 447 habitations, the maximum number is from Kerala, there being 73. This is a pretty high number compared to the total number of habitations in this slab, viz., 84. In Madras, there are 66 out of 79, in Bombay 65 out of 75 and Bihar 39 out of 56. A proportionately small number is noticed in Uttar Pradesh where out of 44 habitations in this slab, 30 had middle schools in them.

11. *The Slab 2,000 and Above.*—Turning to the next population slab, viz., 2,000-4,999, out of the total of 11,563 habitations in this slab, 6,076 have schools in them, forming 52·55% of the total number of habitations in this slab. Of these, the highest number, 1,478 out of 1,833 is from Bombay. Next in order comes Kerala where there are 696 out of 1,515. Mysore with 549, Madras with 526 and Andhra Pradesh with 586 follow. In Bihar there are 493 out of 1,186 and in Punjab 470 and in Uttar Pradesh 443 out of 1,151. In the Union territories, Manipur has got 19, Delhi 15, and Tripura 4. Himachal Pradesh naturally has none as there is no habitation in this slab at all.

As against the 6,076 habitations having middle schools located in them, 3,336 (28·85%) have it within the limit of three miles and 2,151 habitations, i.e., 18·6% of the total, have not got it even within the limit of three miles. Of the habitations that have got it in the vicinity, the maximum is again in Kerala, having 753 habitations served this way. Next come Andhra Pradesh with 596, Bihar with 556, Madras with 495, Uttar Pradesh with 290 and Punjab with 289 while in Bombay out of 1,833, there are only 36. Amongst the States, the smallest number of habitations served by schools in the vicinity, at the middle school stage, is in Jammu and Kashmir, there being only 6, Rajasthan has 20, Orissa 42 and Mysore 49.

Of the 2,151 habitations not having a middle school in the vicinity, a very large number, 632, is from Andhra Pradesh, 418 from Uttar Pradesh, 319 from Bombay, 137 from Bihar, 118 from Rajasthan, 101 each from Madras and Punjab, 94 from Mysore, 66 from Kerala, 53 from Madhya Pradesh, 44 from Orissa, 43 from Assam, 14 from Jammu and Kashmir, 4 each from Delhi and Tripura, and 3 in Manipur.

12. *The Slab 1,500-1,999.*—Turning to the next population slab, i.e., 1,500-1,999 out of the total of 12,115 habitations, 3,711 have got a school in them, forming 30·63% of the total number of habitations in this slab. Of these, the maximum number 977 out of 1,731 is in Bombay State. In Mysore, there are 403. Bihar has 356. Uttar Pradesh has 314, Punjab 221, Madras 251, Madhya Pradesh 231, Andhra Pradesh 141, Orissa 148 and Rajasthan 147. In Assam there are only 57,

in Jammu and Kashmir 42, in Delhi 14, in Manipur 8, and in Tripura 3. Thus it is seen that a comparatively large number of habitations have schools in them in Bombay whether for this slab or for the higher ones. As regards the remaining, 4,872 have got it in the adjoining habitations within a distance limit of three miles and 3,532 do not have it at all even in the vicinity. Of those that have it in the vicinity, a large number is from Kerala and Bihar, there being 896 and 869 respectively. In Madras, there are 670, in Andhra Pradesh 651, in Uttar Pradesh 447 and in Punjab 415. In Bombay there are only 129 habitations served by a middle school in the vicinity.

On the other hand, there are 625 habitations in this slab in Bombay that have no middle schools even in the vicinity. 820 habitations in Andhra Pradesh, 548 in Uttar Pradesh, 193 in Madhya Pradesh, 183 in Bihar, 212 in Punjab and 257 in Rajasthan have no middle school facility.

13. *The Slab 1,000-1,499*.—In the population slab 1,000-1,499, out of 29,271 habitations in this slab, 5,365 have a school in them, 13,561 near them and 10,346 go without a school. Of the habitations that have no school in them, 1,888 out of 3,975 were in Uttar Pradesh and 2,078 out of 4,413 were in Bombay and 2,020 out of 3,720 were in Andhra Pradesh. These were the three States from which high figures are noticed. Next would come Rajasthan with 835, and Madhya Pradesh with 847. Bihar has only 597 and Madras 451, Mysore 427, Punjab 491. Orissa has got only 322 without educational facility. Kerala 197. Assam 115 and Jammu and Kashmir 38. In the Union territories there are 22 such habitations in Tripura, 15 in Manipur, 7 in Himachal Pradesh and 4 in Delhi. It will thus be seen that in Bombay both the number of habitations having schools in them as well as those without a school are pretty high while in Uttar Pradesh and Andhra Pradesh, the number not having it is comparatively far larger.

14. *The Slab 'below 1,000'*.—In the population slab 'below 1,000', i.e. the lowest slab for this purpose, out of 7,86,531 habitations only 10,668 forming 1.36% of the total number of habitations in this slab have schools in them. Here the maximum number is in Bihar, there being middle schools in 1,779 habitations out of 1,03,320. Next comes Uttar Pradesh with 1,722 followed closely by Mysore with 1,695. Then comes Bombay with 1,495 habitations out of 67,999. The number is very small in Union territories and in the State of Andhra Pradesh (156), Jammu and Kashmir (131) and Rajasthan (145).

3,74,703 habitations i.e., 47.64% of the habitations in this slab had facility at the middle school stage in the vicinity. Of these, 1,07,419 were in Uttar Pradesh. Next may be mentioned Bihar with 69,263, Kerala with 40,183, Madras with 32,391, Bombay with 24,846 and Mysore with 24,425 and Madhya Pradesh with 23,327. In Jammu and Kashmir, there were only 2,026 habitations. Amongst the Union territories, the highest number was in Himachal Pradesh there being 5,437. Next come Tripura with 1,275, Manipur with 484 and Delhi 160. Of the habitations remaining without educational facility at the middle school stage, a pretty large number was naturally found in this slab, there being 40,01,160 habitations,

i.e., nearly 51% of the total number of habitations in this slab remaining without this facility either in the habitation or in the adjoining one. A large number again is in Uttar Pradesh, there being 1,19,935; 55,686 in Madhya Pradesh, 41,658 in Bombay, 32,278 in Bihar, 31,288 in Rajasthan, and 25,754 in Andhra Pradesh. Amongst the States, a very small number is noticed in Kerala, there being only 1,054 habitations without a middle school in the habitation or in the vicinity. Amongst the Union territories, the number is highest in Himachal Pradesh, there being 7,175. In Tripura, it is 3,752, in Manipur 1,259 and in Delhi 32.

15. *The Overall Picture.*—Taking an overall view therefore, out of 8,40,033 habitations, 26,267 habitations, i.e., 3·13% of the total habitations have middle schools in them, 3,96,542 forming 47·21% have it in the vicinity, while 4,17,224 forming 49·67% have not got it even in the vicinity.

Of those that have it in the habitation itself, Bombay ranks highest with 5,484 habitations. Next, as already stated, comes Mysore with 3,526 followed by Bihar with 3,294 and Uttar Pradesh 3,008. However in Uttar Pradesh, the number of habitations served in the vicinity is far larger, there being 1,09,753 as against only 25,981 in Bombay. The number of habitations served by the adjoining habitations is pretty large in Bihar, there being 73,343 such habitations.

As regards the habitations left without educational facility, the maximum number is noticed in Uttar Pradesh, there being 1,22,794 forming nearly 52·13% of its habitations. Next according to the number would come Madhya Pradesh with 56,780. The percentage to the total there is larger than that in Uttar Pradesh 69·09. The percentage of habitations not served by any middle school is highest in Jammu and Kashmir, there being only 77·88%. Next comes Tripura (75·10), followed by Rajasthan (69·4), Madhya Pradesh (69·09) Orissa (59·19), Bombay (58·68), Andhra Pradesh (57·62). In the rest percentage is less than 40. The minimum is to be found in Kerala, it being only 13·29%. Next comes the urbanised area of Delhi with 91% and Mysore with 29·25%.

Taking into consideration the existing facility at the middle school stage, the new schools are to be proposed so that with a minimum number of such locations the maximum could be achieved. What the proposals for the middle schools are and as a result of this what the picture after planning would be are examined in the next chapter.

CHAPTER 37

Middle Schools After Planning

1. *The Proposed Middle Schools.*—In the previous chapter were indicated the habitations served by middle schools located in the habitations or in the neighbouring habitations as also the different population slabs that remained on the 31st March, 1957 without educational facility at the middle school stage. In accordance with the targets and principles set out to cater for the habitations not properly provided for at the middle school stage, new schools were proposed. As a result of these, habitations which had to look forward to distant habitations for educational facility at the middle school stage had a middle school in the habitation itself or in a nearer habitation.

The position obtaining after planning is, as already pointed out in the previous chapter, indicated in the Register of School Areas (Rural) in columns 17-20 wherein column 17 shows the habitations in which middle school already existed, column 18 shows the habitations in which are they proposed and in the case of those served by a school outside column 19 shows the serial number (in the Habitation Register) of the habitation existing or proposed middle school in which would serve its need at the middle school stage and column 20 shows the distance in miles of the school from the habitation. The consolidated information obtained from these four columns therefore gives the position after planning. This is consolidated in the first place in District Table VIIIAB, the abstracts of which form the material for the State Table VIIIAB and the same has been consolidated in the All-India Table, which will be found in Table Nos. 124-127.

To the District tables are required to be appended lists of new middle schools proposed along with the population to be served. Some District Officers have given the population of the habitation in which the school is proposed along with the total population that would be served by the school and this information would be useful to the State authorities in deciding the priorities regarding opening of new middle schools.

The School Area Register however not being prepared middle school wise it is not possible to find out at one place all the habitations that are served by a given middle school. Nor is it possible merely by looking at column 19 to know whether the habitation is being served by an existing or proposed middle school. Wherever this information is wanted it would be useful to refer to the map where the middle school area is shown enclosed by broken lines, green or red, according as the school area is, existing or proposed.

2. *The Position As It Would Be.*—As has been seen in the previous chapter of the total 8,40,033 habitations, 26,267 had once or more middle schools in them on the 31st March, 1957 and 3,96,542 were served by neighbouring habitations within the distance limit generally of three miles while 4,17,224 habitations were left out without any educational facility within the distance limit indicated. As a result

of planning however, the picture, has considerably changed. Instead of the 26,267 habitations having one or more middle schools in them, there would be 47,992 habitations with schools in them. There would be 5·71% of the total number of habitations and 7,00,106. i.e. 83·34% of the total would be having it in the adjoining habitations and only 91,935 would be left without educational facility at the middle school stage. It would be interesting to examine the distribution of these in the different States and in the different population slabs.

3. *Habitations with Middle Schools in them.*—Of the 47,992 habitations that would be having middle school facility at home if and when the new middle schools are opened, as indicated in the Survey, 10,250 accounting for 21·36% would be in Bombay State. Next comes Uttar Pradesh with 6,943 habitations forming 14·47% of the total. Next in order are the States of Mysore (4,704), Bihar (4,385), Madhya Pradesh (3,868), Andhra Pradesh (3,161), Rajasthan (3,110), Madras (2,372) and Kerala (2,172). In the rest the number is still smaller.

Comparing the number of habitations that would be having middle schools in them with the total number of rural habitations in the State, it is noticed that in Himachal Pradesh middle school facility would be available at home in 418 habitations and in 3·27% of these habitations. Delhi would be having it for 27·68% of its habitations. Next comes Kerala with 20·38% followed by Bombay 13·46% and Mysore with 11·66%. In Punjab, it would be a little less than 8% of the habitations while in Rajasthan, Andhra Pradesh and Assam for a little more than 6% each. A comparatively smaller number of habitations are noticed in Uttar Pradesh, where only 2·95% of its total habitations would have middle school facility at the door. Orissa with 3·52% has little more. Next in ascending order would come Tripura with 3·87% and Bihar with 3·99%.

4. *Slab-wise Distribution.*—Considered slab-wise of the total of 47,992 habitations that would be served at the middle school stage in the habitation itself, a little more than 49% of the total would be with population less than 1,000. Nearly 21·5% are from the slab 1,000-1,499 and 12·3% from the slab 1,500-1,999. There is comparatively a very larger number from the next higher slab 2,000-4,499, there being 7,742 habitations forming 16·12% of the total. From the highest slab, viz., 5,000 and above, there being 478, they are hardly 1%.

Compared however to the total number of habitations in each of the slabs, the highest percentage is from the highest slab, the 478 habitations forming 86·44% of the total in that slab.

In the slab 2,000 to 4,999, there being only 7,742 habitations they formed 66·85% of the total in that slab. A comparatively large number is found from Andhra Pradesh, there being 1,019 and from Bombay there being 1,784. From the slab 1,500-1,999, there would be only 48·55% of the habitations with schools in them. Here again a very large number is from Bombay, there being 1,539. Uttar Pradesh 584 and in Andhra Pradesh 584 habitations would have middle school facility at the door as per this survey. Among the States, the least number is from Jammu and Kashmir, there being only 70.

Table No. 124 : Rural Habitations to be served at the Middle School Stage by the Existing & Proposed Schools in them (After Planning Position)

States	No. & %	Population Slabs					Total	% to Total
		5,000	2,000	1,500	1,000	Below 1,000		
Andhra Pradesh	No. % 81 85.26	1,019 56.17	578 35.86	820 22.04	663 1.52	3,161 6.23	6.59	
Assam	No. % 10 90.91	107 45.92	85 28.05	246 28.31	1,273 5.28	1,721 6.74	3.59	
Bihar	No. % 42 75.00	579 48.82	430 30.54	798 20.64	2,536 2.45	4,385 3.99	9.14	
Bombay	No. % 70 93.33	1,784 97.33	1,539 88.91	2,901 64.28	3,956 5.82	10,250 13.46	21.36	
J. & K.	No. % 6 100.00	62 89.86	70 39.33	58 49.15	334 3.19	530 4.89	1.10	
Kerala	No. % 75 89.28	741 48.91	439 31.51	481 22.11	436 7.94	2,172 20.38	4.53	
Madhya Pradesh	No. % 14 93.33	329 79.85	330 65.48	768 46.40	2,427 3.05	3,868 4.71	8.06	
Madras	No. % 66 83.54	593 52.85	325 29.73	493 17.50	895 1.91	2,372 4.57	4.94	
Mysore	No. % 23 92.00	635 91.76	498 79.17	1,116 64.62	2,432 6.53	4,704 11.66	9.80	
Orissa	No. % 5 62.50	131 71.58	269 45.90	224 30.23	1,182 2.37	1,811 3.52	3.77	
Punjab	No. % 32 76.19	565 65.70	346 40.80	424 25.00	799 3.27	2,166 7.77	4.51	
Rajasthan	No. % 8 100.00	392 93.33	353 77.58	697 57.94	1,660 3.71	3,110 6.64	6.48	
Uttar Pradesh	No. % 43 97.73	758 65.86	584 44.61	1,214 30.54	4,344 1.90	6,943 2.95	14.47	
Delhi	No. %	19 100.00	20 100.00	15 37.50	26 12.38	80 27.68	0.17	
Himachal Pradesh	No. % .. ..	.. ..	.. ..	1 11.11	417 3.27	418 3.27	0.86
Manipur	No. % 2 50.00	21 55.26	11 35.48	16 20.00	50 2.82	100 5.20	0.21	
Tripura	No. % 1 100.00	7 43.75	5 33.33	25 38.36	163 3.20	201 3.87	0.42	
TOTAL	No. % 478 86.44	7,742 66.95	5,882 48.55	10,297 35.18	23,593 3.00	47,992 5.71	100.00	
% to TOTAL		11.00	16.12	12.26	21.46	49.16	100.00	

Table No. 125 : Rural Habitations to be served at the Middle School Stage by the Existing & Proposed Schools in them (After Planning Position)

States	No. & %	Population Slabs					Total	% to Total
		5,000	2,000	1,500	1,000	Below 1,000		
Andhra Pradesh	No. % 14 14.74	767 12.28	1,002 62.16	2,693 72.39	34,558 79.48	39,034 76.96	5.58	
Assam	No. % 1 9.09	125 3.65	210 69.31	604 69.51	16,993 70.43	17,933 70.21	2.56	
Bihar	No. % 14 25.00	605 51.01	978 69.46	3,063 79.23	99,266 96.08	1,03,926 94.62	14.84	
Bombay	No. % 4 5.33	49 2.67	192 11.09	1,420 31.46	47,741 70.21	49,406 64.88	7.06	
J. & K.	No. %	7 10.14	102 57.30	60 50.85	4,211 40.23	4,380 40.41	0.63	
Kerala	No. % 9 10.71	774 51.09	953 68.42	1,686 77.52	4,806 87.49	8,228 77.18	1.18	
Madhya Pradesh	No. % 1 6.67	83 20.15	167 33.13	797 48.16	55,851 70.17	56,899 69.24	8.13	
Madras	No. % 13 15.19	529 47.15	768 70.27	2,310 81.94	42,157 90.14	45,777 88.24	6.54	
Mysore	No. % 2 8.00	57 8.24	131 20.83	608 35.26	33,321 89.42	34,119 84.58	4.87	
Orissa	No. % 3 37.50	43 23.50	308 52.56	469 62.39	38,748 77.60	39,571 76.91	6.65	
Punjab	No. % 10 23.81	295 34.30	502 59.20	1,271 74.94	23,244 95.15	25,322 90.84	3.62	
Rajasthan	No. %	28 6.67	101 22.20	500 41.56	40,667 90.89	41,296 88.18	5.90	
Uttar Pradesh	No. % 1 2.27	387 33.62	708 54.09	2,691 67.70	2,14,425 93.60	2,18,212 92.64	31.17	
Delhi	No. % .. ..	.. ..	.. ..	25 62.50	184 87.62	209 72.32	0.02
Himachal Pradesh	No. % .. ..	.. ..	.. ..	3 33.33	11,268 88.28	11,271 88.24	1.61
Manipur	No. % 2 50.00	17 44.74	20 64.52	60 75.00	669 37.71	768 39.83	0.11	
Tripura	No. % .. 0.00	9 56.25	10 66.67	40 61.54	3,696 72.58	3,775 72.37	0.53	
TOTAL	No. % 74 13.20	3,775 32.65	6,152 50.78	18,300 62.52	6,71,805 85.41	7,00,106 83.34	100.00	
% to TOTAL		0.01	0.54	0.88	2.61	95.97		

Table No. 126 : Rural Habitations remaining without Educational Facility to the Middle School Stage, either in the Habitations or in neighbouring Habitations

States	No. & %	Population Slabs					Total.	% to Total
		5,000	2,000	1,000	1,500	Below 1,000		
Andhra Pradesh	No.	..	28	32	207	8,261	8,528	9.28
	%	..	1.54	1.98	5.57	19.00	16.81	..
Assam	No.	..	1	8	19	5,860	5,888	6.40
	%	..	0.43	2.64	2.18	24.29	23.05	..
Bihar	No.	..	2	..	5	1,518	1,525	1.66
	%	..	0.17	..	0.13	1.47	1.39	..
Bombay	No.	1	..	..	192	16,302	16,495	17.94
	%	1.33	..	..	4.26	23.97	21.66	..
J. & K.	No.	..	..	6	0	5,922	5,928	6.45
	%	..	..	3.37	0.00	56.58	54.70	..
Kerala	No.	..	..	1	8	251	260	0.28
	%	..	..	0.07	0.37	4.57	2.44	..
Madhya Pradesh	No.	..	..	7	90	21,134	21,411	23.29
	%	..	..	1.39	5.44	26.78	26.05	..
Madras	No.	..	..	..	16	3,716	3,732	4.06
	%	..	..	..	0.56	7.95	7.19	..
Mysore	No.	..	..	..	3	1,511	1,514	1.65
	%	..	..	..	0.12	4.05	3.76	..
Orissa	No.	..	9	9	48	10,000	10,066	10.95
	%	..	4.92	1.54	6.48	20.03	19.57	..
Punjab	No.	..	..	..	1	387	388	0.42
	%	..	..	..	0.06	1.58	1.39	..
Rajasthan	No.	..	..	1	6	2,417	2,424	2.64
	%	..	..	0.22	0.50	5.40	5.18	..
Uttar Pradesh	No.	..	6	17	70	10,307	10,400	11.31
	%	..	0.52	1.30	1.76	4.50	4.41	..
Delhi	No.	..	..	..	..	..	..	..
	%
Himachal Pradesh	No.	..	..	..	5,550	1,070	1,084	1.18
	%	..	..	..	55.56	8.45	8.49	..
Manipur	No.	..	..	..	4	1,055	1,059	1.15
	%	..	..	..	5.00	59.47	54.97	..
Tripura	No.	..	..	..	..	1,233	1,233	1.34
	%	..	..	..	..	24.22	23.76	..
TOTAL	No.	1	46	81	674	91,133	91,935	100.00
	%	0.18	0.40	0.67	2.30	11.59	10.94	..
% to Total		0.01	0.05	0.09	0.72	99.13	100.00	..

Table No. 127. *Habitations (with percentages), with and without Educational Facility at the Middle School Stage as on 31-3-1957 (After Planning Positions)*

States	EXISTING POSITIONS								AFTER PLANNING POSITION							
	Schools in		Schools Near		Total Served		Without Schools		Schools in		Schools Near		Total Served		Without Schools	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Andhra Pradesh	1,116	2.20	20,378	40.18	21,494	42.38	29,229	57.62	3,161	6.23	39,034	76.96	42,195	83.19	8,528	16.81
Assam	1,309	5.13	14,353	56.19	15,662	61.32	9,880	38.68	1,721	6.74	17,933	70.21	19,654	76.95	15,888	23.05
Bihar	3,294	3.00	73,343	66.78	76,637	69.78	33,199	30.23	4,385	3.99	1,03,926	94.62	1,08,311	98.61	1,525	1.39
Bombay	5,484	7.20	25,981	34.12	31,465	41.32	44,686	58.68	10,250	13.46	49,406	64.88	59,656	78.34	16,495	21.66
J. & K.	262	2.42	2,135	19.70	2,397	22.12	8,441	77.88	530	4.89	4,380	40.41	4,910	45.30	5,928	54.70
Kerala	1,941	18.21	7,302	68.50	9,243	86.71	1,417	13.29	2,172	20.38	8,228	77.19	10,400	97.57	260	2.44
Madhya Pradesh	1,388	1.69	24,010	29.22	25,398	30.91	56,780	69.09	3,868	4.71	56,899	69.24	60,767	73.95	21,411	26.05
Madras	1,782	3.43	35,589	68.60	37,371	72.03	14,510	27.97	2,372	4.57	45,777	88.23	48,149	92.80	3,732	7.19
Mysore	3,526	8.74	25,013	62.01	28,539	70.75	11,798	29.25	4,704	11.66	34,119	84.58	38,883	90.24	1,514	3.75
Orissa	778	1.51	20,220	39.30	20,998	40.81	30,450	59.19	1,811	3.52	39,571	76.91	41,382	80.43	10,066	19.57
Punjab	1,303	4.67	17,335	62.19	18,638	66.86	9,238	33.14	2,166	7.77	25,322	90.84	27,488	98.61	388	1.39
Rajasthan	714	1.52	13,616	29.08	14,330	30.60	32,500	69.40	3,110	6.64	41,296	88.18	44,406	94.82	2,424	5.18
Uttar Pradesh	3,008	1.28	1,09,753	46.59	1,12,761	47.87	1,22,794	52.13	6,943	2.95	2,18,212	92.64	2,25,155	95.59	10,400	4.42
Delhi	59	20.41	184	63.67	243	84.08	46	15.92	80	27.68	209	72.32	289	100.00	..	..
Himachal Pradesh	152	1.19	5,439	42.58	5,591	43.77	7,182	56.23	418	3.27	11,271	88.24	11,689	91.51	1,084	8.49
Manipur	75	3.99	571	29.63	646	33.52	1,281	66.48	100	5.19	768	39.85	868	45.04	1,059	54.96
Tripura	76	1.46	1,320	25.44	1,396	26.90	3,793	73.10	201	3.87	3,755	72.36	3,956	76.23	1,233	23.76
TOTAL	26,267	3.13	3,96,542	47.21	4,22,809	50.4	4,17,224	49.66	47,992	5.71	7,00,106	83.34	7,48,098	89.05	91,935	10.94

and from amongst the Union territories, Tripura would have only five. From the population slab 1000-1499, 10,297 habitations would have middle school facility at the door, forming 35·18% of the total in that slab. Of these 2901 are from Bombay State, 1214 from Uttar Pradesh and 1116 from Mysore. Besides Jammu and Kashmir and the Union territories, where the number is pretty small, the least number is noticed in Orissa where only 224 habitations from this slab would have middle school facility at the door.

In this connection, it may be mentioned that every habitation with a population of 1500 could have ordinarily been given a middle school but only 48·55% of these would have it. In the lower slabs, a lesser number could be expected. In the slab below 1000 as the habitation itself could not give a large number of local pupils, as far as possible, unless it had some habitations round about, forming a total population of more than 1500 within three miles radius, it could not be suggested for a middle school therein and naturally therefore out of the total number of habitations in this slab, those that would have a middle school are very small compared to the total number of habitations in the slab though the total number appears to be high, it being 23,593. It forms 49·16% of the total number of habitations that would have middle schools in them, but it is only 3% of the total number of habitations in the slab. As already pointed out, there are a substantially large number of habitations in the lower slabs. Of the habitations in the last slab, below 1,000, the largest number is from Uttar Pradesh, there being 4344 habitations with middle schools in them after planning. Next in order comes Bombay with 3956 followed by Bihar with 2536, Mysore 2432 and Madhya Pradesh 2427, Rajasthan 1660 and Assam 1273. In this the number is comparatively much less. In Jammu and Kashmir, there are only 334 from this slab. Next comes Kerala with 436. In the Union territories, the number is still smaller, there being only 163 from Tripura, 50 from Manipur, 26 from Delhi, Himachal Pradesh, however, has 417.

5. *Served by Middle Schools in the Neighbourhood.*—As already pointed out, the schools in these 47,992 habitations are expected to serve within a radius of about three miles and sometimes a bit longer, a total number of 7,00,106 habitations. Of these, the largest number is from the State of Uttar Pradesh. The 2,18,212 habitations that would have middle school facility in the adjoining habitations, forming 31·17% of the total, Bihar with its 1,03,926 forming 14·84% of the total comes next. Madhya Pradesh accounts for 8·13%, there being 56,899 habitations. Bombay comes next with its 49,406 accounting for a little over 7%.

Considered from the point of view of percentage to the total number of habitations in the States, the highest percentage is noticeable in Bihar, there, 94·62% of its total habitations that would be served by middle schools in the vicinity. Uttar Pradesh comes next with 92·64% and then comes Madras with 88·23%. Rajasthan would have it for 88·18%. In Mysore 84·58% of the habitation would have this facility. In Kerala 77·19% would have this facility while in Andhra Pradesh and Orissa nearly 77% would have it. The average for the country as a whole comes to 83·34%. The percentage is found to be low in the State of Madhya Pradesh (69·24) and Jammu and

Kashmir (40·41). As regards the Union territories, Himachal Pradesh would have it for 88·24%, Delhi and Tripura have 72·3% and Manipur for only 39·85% of its habitations.

6. *Slab-wise Distribution.*—These 7,00,106 habitations are distributed in the population slabs as under. About 96% are from the population slab 'below 1000', there being 6,71,805. Of these again, a pretty large number is from the State of Uttar Pradesh, there being 2,14,425. Bihar accounts for 99·266. Madhya Pradesh with its 55,851 comes next and then comes Bombay with 47,741. These form 85·41% of the total number of habitations in that slab.

As regards the slab 1000-1499, there are only 18,300 habitations from this slab served by a neighbouring habitation. This accounts for 62·52% of the total number of habitations.

From the next slab, of 6152 habitations that would be having a middle school in the vicinity, 1002 are from Andhra Pradesh, 978 from Bihar and 953 from Kerala. From Madras, there are 768 and Uttar Pradesh 708 and from Punjab 502. From the other States, the number is very small. These form 50·79% of the total number of habitations. As already pointed out from this slab, 48·55% would be having a school in it. Ordinarily habitations with a population of 1,500 and above could be given a middle school in them, but it is not proposed in each and every case as some of these would be having an existing or proposed school in a much bigger habitation quite close within half a mile or a mile. There are a few cases where the population has considerably fallen but such cases are very few.

From the highest slab, viz., 5,000 and above, there are 74 habitations, the children from which will have to depend on the middle school facility existing or proposed in the neighbouring habitations. In some of those cases, either the habitation having middle schools in them is contiguous so that the facility is as good as home facility or the population has substantially come down as happened in the case of some habitations in Bihar. These are however cases that need to be examined carefully by the local officers where the District and State Officers have not given reasons for not proposing a middle school there.

7. *Without Middle School Facility.*—As 47,992 habitations would be having middle school facility in them and 7,00,106 would be having it in the adjoining habitation, the remaining 91,935 would be left without any facility at the middle school stage even within a distance of about three miles. The number is big enough and forms 10·94% of the total number of habitations. However 99·13% of this lie in the population slab below 1000 and a glance through the School Area Register shows that a large majority of these are very small.

Of these 91,935 habitations, Madhya Pradesh with its 21,411 forming 23·29% of the total and Bombay with its 16,495 forming 17·94%, Uttar Pradesh with 10,400 forming 11·31% and Orissa with its 10,066 forming 10·95% of the total together form more than 66% of the total number of habitations. Andhra Pradesh has a little more than 9%, Assam and Jammu and Kashmir a little more than 6% each. The number is far smaller in other States.

Compared to the total number of habitations in the different States, the highest percentage of habitations left without educational facility at the middle school stage is found in Manipur. Though the number of habitations is only 1059, they are 54·96% of the total number of habitations. Next comes Jammu and Kashmir with 54·7%. In other States and Union territories, the percentage is much lower. In Madhya Pradesh, it is 26·05%, in Assam 23·05%, in Bombay 21·66%, in Tripura 23·76%, Orissa 19·57% and Andhra Pradesh 16·81%. In other States, it is far less. In Bihar and Punjab the percentage comes down to 1·39 and in Kerala it is 2·44. Most of Kerala's habitations, which remain unserved at the middle school stage, are from the high-land forest areas where the tiny habitations are spread out far apart.

8. *Slab-wise Distribution of Habitations without Middle School Facility.*—Of these 91,935 habitations, only one is from the highest slab and that is from Bombay. This is a mere deception as the population of the habitation though shown in the census as 5,569 the actual population of the habitation is only 30. The same is the case regarding the two habitations in Bihar and 9 in Orissa, 6 in Uttar Pradesh, 28 in Andhra Pradesh and one in Assam in the population slab 2000-4999 which remain without educational facility. In the population slab 1500-1999, there are left only 81 habitations without middle school facility. Of these, 32 are from Andhra Pradesh, 17 from Uttar Pradesh, 9 from Orissa, 8 from Assam, 7 from Madhya Pradesh, 6 from Jammu and Kashmir and one each from Rajasthan and Kerala. In the case of most of these, the present population has sufficiently come down. From the population slab 1000-1499 there are 674 habitations. They form 2·30% of the total number in this slab. Of these, a pretty large number *viz.* 207 is from Andhra Pradesh, 192 come from Bombay, 90 from Madhya Pradesh, 70 from Uttar Pradesh, 48 from Orissa. From the other States, the number is very small. A few of these habitations have become very small and there being no adjoining habitations within the distance limit which would enable forming the minimum of 1500, the District and State Officers did not therefore consider it advisable to propose a middle school in them. The last slab, as already stated, has the maximum number forming 99·13% of the total and they form 11·59% of the total number of habitations in this slab. As earlier pointed out, most of them are comparatively smaller and they could not be grouped together with other habitations to form a total population of 1500.

9. *Treated as Not Served because of No Facility at the Primary School Stage.*—It may be mentioned here that in some States, particularly in Bombay, habitations which were within 3 miles distance of an existing or proposed middle school but had no facility at the primary school stage by an existing or proposed school within one mile, have been left out. The State Special Officers were requested to show the number of such habitations separately so that if at a future date these habitations got facility at the primary school stage or if by chance those children got education somewhere at the primary school stage, they could be already having the middle school facility within the distance limit. However as some of the officers, in spite of instructions, did not indicate the number of such schools, the total number of habitations remaining unserved at the middle

school stage has slightly swollen. It is not advisable or possible just to speculate the extent to which the bigger unserved habitations have been affected by elements such as these.

10. *The Final Position.*—It will thus be seen that out of the total of 8,40,033 habitations, 47,992, i.e., 5·71% of the total would have the middle school facility in them. 7,00,106, i.e., 83·34% would have it within a distance of about 3 miles. Thus in all 7,48,098 habitations forming 89·05% of the total number of habitations would have educational facility at the middle school stage either in the habitation itself or in the habitation near about, leaving 10·94% of the habitations without such facility.

Incidentally, information regarding the number of local and non-local pupils enrolled in the middle school classes was also collected in Form 7B. This shows the extent to which the existing facility is availed of. This is discussed in the next chapter.

Scholars and Teachers in Middle Schools

1. *The Habitations Served.*—As already seen, middle schools are located in 26,267 habitations. Of these 5,484 were in Bombay, 3,526 in Mysore, 3,294 in Bihar and 3,008 in Uttar Pradesh, these States thus accounting for nearly $\frac{3}{5}$ th of the total number. The smallest number among the States is in Jammu and Kashmir, there being only 262, and next comes Rajasthan which has 714. Punjab had 1,303 and Madhya Pradesh 1,388.

The middle schools are expected to serve in this Survey other habitations within a radius of about three miles. This does not mean that if two or more very big habitations exist within three miles, they are not to have separate middle schools in them. The existing middle schools in 26,267 habitations according to the principles laid down for delimiting school areas at the middle school stage could serve 3,96,542 habitations in the vicinity. Of these, 1,09,753 were in Uttar Pradesh. In Bihar the number of such habitations was 73,343, in Madras 35,589, in Bombay 25,981, in Mysore 25,013, in Madhya Pradesh 24,010 and in Andhra Pradesh 23,378. In Orissa it is 20,220. In Himachal Pradesh, there were only 5,439, in Manipur 571, in Tripura 1,320 and in Delhi only 184.

As a result of this, the existing middle schools, as on the 31st of March, 1957, could be treated to be serving 4,22,809 rural habitations, 1,12,761 of these being from Uttar Pradesh. 76,637 were from Bihar, 37,371 from Madras and 31,465 from Bombay.

If the habitations with schools in them be compared with the habitations from the vicinity served by them, it will be noticed that in Delhi, of the total habitations served 24·28% have schools in them, serving the remaining 75·72%. Kerala comes next in this respect in as much as, of the total number of habitations served 21% have got a school in them and the remaining 79% are served in the vicinity. Bombay ranks third with 17·43% of the habitations served having schools in them and the remaining 82·57% being served from the vicinity. On the other hand, in Uttar Pradesh of the total number of habitations only 2·67% have schools in them, serving the remaining 97·33%. In terms of service to the adjoining habitations, it is little less in Orissa, as of the total habitations 3·71% serve the remaining 96·29%. In Bihar, the ratio is 4·3:95·7, in Madras 4·77:95·23 and in Rajasthan 4·98:95·02.

2. *There Population Served.*—Turning to the population figures, in all, 1,559·62 lakhs are served by middle schools. Of these 354·6 lakhs are from the habitations having the schools and the remaining 1,205 lakhs from the adjoining habitations. It will be recalled that the actual population served was not calculated in the returns asked for in regard to middle school and high school stages, but in Form (b) some of the Officers did give the necessary information. In the case of the rest, this has been calculated on the basis of the average population per habitation and multiplying the number of habitations having school in them or in the vicinity by this multiplier. These

are, therefore, to be treated as just indicative of the trends. Population of habitations having one or more middle schools in them is about 79·68 lakhs in Bombay, 38·79 lakhs in Mysore, 38·76 lakhs in Kerala and 33·99 lakhs in Uttar Pradesh. As regards the non-local population that can have school in the vicinity, Uttar Pradesh accounts for about 212·2 lakhs, Bihar had 235·4 lakhs, Madras 149·4 lakhs, Mysore 74·7 lakhs, Andhra Pradesh 100·7 lakhs and Bombay 92·7 lakhs.

Of the total population served by middle schools, 47·23% is local in the case of Delhi, the remaining 52·77% being non-local. In the case of Bombay, this percentage is 46·23 and in Kerala 41·59. The non-local population served is, therefore, comparatively less in these States. On the other hand, in Himachal Pradesh, of the total population, 92·53% is non-local and only 7·47% is local. In Bihar 90·57% is non-local, in Orissa 88·32%, and in Uttar Pradesh 86·19%. Naturally, therefore, in these States, the proportion of local population is comparatively far less.

3. *The Number of Middle Schools.*—The number of middle schools is, as would be expected, more than the number of habitations having the middle schools in them. In Orissa, however, the number of schools is just the same as the number of habitations. The total number of institutions having provision at the middle school stage in rural areas come to 32,508. Of these, the largest number is from Bombay, there being 10,148 schools. In Mysore there were 3,817, Bihar 3,386 and in Uttar Pradesh 3,346. In Kerala, there were 2,089 schools. In other States, the number was much smaller. The least number amongst the States was in Jammu and Kashmir, there being only 314. Next in rank come Rajasthan with 728, and Orissa with 778. In the then rural parts of Delhi, there were 69, Manipur 84, Tripura 86 and Himachal Pradesh 154.

4. *The Number of Habitations and Schools.*—Comparing the number of schools with the number of habitations having them, it is found that in India, in 100 rural habitations, there are, on an average, 124 institutions providing instruction at the middle school stage. This is of course an average resulting from marked variations from State to State—with a minimum of 100, as already stated, in Orissa or 101 in Himachal Pradesh, 102 in Rajasthan and 103 in Bihar on the one side, to 185 in Bombay, 120 in Jammu and Kashmir and 117 in Assam or Delhi.

As each school serves a number of habitations including the habitation in which it is located, it would be interesting to find out the average number of habitations served per school. Here, the figure ranges from 36 in Himachal Pradesh on the one hand to 3 in Bombay on the other. In Kerala and Delhi, the total number of habitations served is 4. In Jammu and Kashmir, Mysore and Manipur it is 8 in Assam it is 10. On the other hand, in Uttar Pradesh, a school serves in all 34 habitations, on an average. In Orissa, the number is a little less, being 27, in Bihar it is 23, in Madras and Rajasthan 20. The average for the country as a whole is 13.

5. *The Number of Girls' Schools.*—As regards the girls' schools, information was not separately available from Bihar and Kerala. From amongst the other States, the largest number of girls' schools was found in Bombay, there the number being 367. Next in order came Uttar Pradesh with 159. In Punjab and Mysore, there were 149 each, in Assam 103, Madhya Pradesh 61, Jammu & Kashmir 45, Orissa 26, Rajasthan 14, Delhi 11, Tripura 9, Manipur 7, Madras 6 and Andhra Pradesh 5. Comparing, therefore, the number of boys' schools with the girls' schools, it is noticed that the highest percentage of girls' schools is in Delhi, the number of girls' schools being 15·94% of the total. In Jammu & Kashmir, it is 14·33%, in Tripura 10·47%, in the Punjab 10·23% and in Manipur 8·33%. It would be interesting to compare these figures with the number of girls enrolled, but first to the enrolment of local and non-local children at the middle school stage.

6. *Local and Non-Local Pupils Enrolled.*—It will be seen from Table No. 136 that in all 24,75,854 children were enrolled in rural schools at the middle school stage. Of these, 3·29 lakhs were from Uttar Pradesh, 4·37 lakhs from Bombay, 3·73 lakhs from Kerala, 2·19 lakhs from Madras, 1·35 lakhs from Andhra Pradesh, 2·43 lakhs from Bihar, 1·64 lakhs from Mysore and 1·72 lakhs from Punjab. From amongst the States, the least number is in Jammu & Kashmir, there being only a little less than 30,000. Next come Orissa and Rajasthan with a little less than 53,000 and 54,000 respectively. In Himachal Pradesh, the number is nearly 9,000, in Manipur 11,000 and in Tripura 6,000.

Of these 24·76 lakhs, nearly 13·46 lakhs are local. The number of local children is largest from Bombay, there being 3·34 lakhs, in Kerala there are 2·25 lakhs local children. In Madras it is 1·42 lakhs and Mysore 1·02 lakhs. In Uttar Pradesh, the figure comes down to a little less than 66,000.

Of the 11·29 lakhs non-local children, enrolled at the middle school stage, Uttar Pradesh accounts for 2·63 lakhs, Bihar 1·65 lakhs, Kerala 1·40 lakhs, Bombay 1·04 lakhs and Punjab a little less than 92,000. In Jammu and Kashmir, the number was 11,477, in Rajasthan 17,694 and in Orissa 28,125. In Himachal Pradesh, the number was 7031. Among these total enrolled, as also local and non-local, it is necessary to find out the number of boys and girls enrolled.

7. *Local and Non-Local Girls Enrolled.*—Of the 13,46,447 local children enrolled, 10,56,954 are boys and only 2,89,493 are girls, while of the 11,29,407 non-local children enrolled, 10,17,595 are boys and 1,11,812 are girls.

The number of local girls, as will be seen from Table No. 136 is quite large in Kerala, there being 88,447. In Bombay, there were 63,539. Madras comes next with 40,215. In the Union Territory, of course, the number is very small, the highest, *viz.*, 1,261 being in Manipur. Amongst the States, the least number is in Rajasthan, there being only 966. Next in order comes Jammu and Kashmir with 3,835. Uttar Pradesh with 4,710. Madhya Pradesh with 5,626 and Punjab with 7,655.

Of the 1,11,812 non-local girls, receiving instruction at the middle school stage in the rural areas, Kerala had 59,813. From Madras there were 12,595, Assam 9,191, Mysore 7,527, Bombay 6,192 and Andhra Pradesh 4,820. The number of girls from the Union Territories is naturally very meagre, the highest being 545 from Tripura. But from amongst some States, the minimum is far lower than this, in Rajasthan it being only 153. From Madhya Pradesh there were 315 and Jammu and Kashmir 348.

8. *Percentage of Local and Non-local Girls.*—What is more significant is to find out the percentage of girls enrolled to the total as also the percentage of local and non-local girls to the total number of local and non-local children respectively. Considered from this point, it is found that, of the total number of pupils enrolled 83·79% were boys and 16·21% were girls. Thus, roughly speaking, for every five boys, there was one girl. The percentage of girls to the total children enrolled varies considerably from State to State, the minimum being 2·07% in Rajasthan and the maximum 39·7% in Kerala, the one being nearly 19 times the other. Next to Kerala stands Madras with 24·13%. Assam with 18·83%. Andhra Pradesh with 17·68% and Mysore with 17·66%. Bombay comes next with 15·94% and Jammu & Kashmir 14·15%. In other States, the percentage is much lower. In Orissa, which comes next, the percentage of girls is only 8·97. Looking from the lower end, next to Rajasthan comes Uttar Pradesh with 2·21% and Madhya Pradesh with 5·53%. Amongst the Union Territories, the percentage is comparatively high in Tripura, it being 20·9. Manipur comes next with 15·64%, Himachal Pradesh with 8·4% and Delhi with 8%.

Comparing the local boys and girls with the total local children, it is found that in the country as a whole 21·5% of the local children are girls and 78·5% are boys. This percentage again varies considerably from State to State, the maximum again being in Kerala, where, of the total number of children, nearly 39·33% are girls. In Andhra Pradesh, the percentage of girls is 21·02% and in Jammu & Kashmir 21·21%. In Mysore it is 20·92%, Assam 20·81%, Bombay 19·04%, and Bihar 18·73%. Amongst the States, the percentage is lowest in Rajasthan, it being 2·66. Next comes Uttar Pradesh with 7·16%. The percentage in the remaining is more than 8, but less than 10. Amongst the Union Territories, that in Tripura is 26·47, Himachal Pradesh 23·79, Manipur 22·53 and Delhi 13·04.

As regards the non-local children, only 9·9% of them are girls, as against 21·5% among the local. Here again, the percentage varies considerably from State to State. In Kerala, of the total enrolment of non-local children, 40·27% are girls and 59·73% are boys. That means for every 3 non-local boys 2 non-local girls also attend the school. The situation is quite different in Bihar, Madhya Pradesh, Rajasthan or Uttar Pradesh, where not even one per cent of the total number of non-local children enrolled are girls. The percentage in Bihar was 0·83, Madhya Pradesh 0·78, Rajasthan 0·86 and Uttar Pradesh 0·98. The situation is slightly better in Jammu & Kashmir and Punjab, where the percentage of non-local girls is about 3%. In Bombay it is 5·96%, in Orissa 8·94%, in Andhra Pradesh 10·86%, in Mysore 12·24%, in Madras 16·39% and in Assam

16·43%. Amongst the Union Territories, in Tripura the percentage of non-local girls is 15·93. In Manipur it is 9·05 and in Himachal Pradesh 4·3.

9. *Percentage of Local and Non-local Children to the Total.*—Comparing the local and non-local children enrolled to the total, it is noticed that in all the States and Territories, taken together, of the total, 54·38% are local and 45·62% non-local. It will be recalled that at the primary school stage, the percentage of non-local was only 21·14. The percentage of local children is comparatively higher in the States of Bombay (76·27), Rajasthan (67·21), Andhra Pradesh (67·18), Madras (64·89), Madhya Pradesh (62·43) and Mysore (62·42), while in Himachal Pradesh it was only 21·12%, and Bihar 32·19%. In Orissa and the Punjab it was about 47%, in Delhi a little less and in Manipur a little higher.

Comparing the local boys enrolled to the total number of boys enrolled, it is noticed that 50·95% are local and 49·05% are non-local, that is, for the country as a whole, the proportion of non-local and local is practically the same. In Bombay, the percentage of local was comparatively higher. Next come Rajasthan, Andhra Pradesh with 64·46%, and Kerala, Madhya Pradesh and Mysore, each with about 61%. In Uttar Pradesh, the local boys were only 19% and in Bihar 28%. In Himachal Pradesh, it was 17·58%. This naturally affects the percentage of non-local children. In Uttar Pradesh and Himachal Pradesh, a proportionately large number of non-local boys attend the school.

Comparing similarly the number of local and non-local girls with the total number of girls enrolled, it is noticed that the percentage of local girls is 72·14 and that of non-local is therefore 27·86. The percentage of non-local girls varies from 5·3 in Madhya Pradesh to 53·34 in Orissa. Next to Orissa in order stand Kerala with 40·34%. Himachal Pradesh with 40·27%, Assam with 39·36%, Manipur with 29·55% and Punjab with 27·21%. In the States of Bihar, Bombay and Jammu & Kashmir, the percentage of non-local girls is between 8 and 9. In Rajasthan it is 13·67%, Andhra Pradesh 20·16%, Madras 23·85% and in Mysore 26·04%.

10. *Percentage of Pupils to the total Population Served.*—Comparing the total number of pupils enrolled with the total population, it is noticed that only 1·59% of the total population is enrolled at the middle school stage. It will be seen from Table No. 114 that the percentage of children of 11-14 is 6·86 for boys and 6·76 for girls. Comparing with this percentage, it will be seen that not even 1/4th of enrollable children were receiving instruction at the middle school stage. If the figures for the different States are compared, it is noticed that in Delhi 4·62% of the total population were at the middle school stage. The percentage in Kerala was 4·01 and in Jammu & Kashmir 3·43. In Manipur it was 2·7, Bombay 2·54 and Assam 2·06. In Andhra Pradesh it was a little over one per cent, while in Bihar and Orissa it was less than 1%. In Rajasthan it was 1·42% and in Uttar Pradesh 1·34%.

11. *Teachers in the Middle School Stage.*—Information from Form 7B showed that, in all, 1,25,092 teachers were teaching in the middle school classes. Of these, 24,238 were from Bombay, 16,468

from Kerala, 14,657 from Uttar Pradesh, 14,630 from Bihar and 12,943 from Madras. The smallest number, apart from the Union Territories, is in Orissa, there being only 3,080 teachers.

Information regarding the number of women teachers was not available from Bihar and Delhi. Comparing the numbers from other States and territories, the maximum number is found from Kerala, there being 5,040. Madras accounts for 2,599 and Bombay 1,763. Next come Uttar Pradesh with 505 and Assam with 478. Mysore has 409, Punjab 400, Andhra Pradesh 232, Madhya Pradesh 167, Orissa 90 and Rajasthan 57. In Himachal Pradesh and Tripura, there are only 30 and Manipur 17.

As in the case of the primary school stage, here also it is noticed that enrolment of girls does not necessarily correlate with the number of women teachers in the States.

12. *The Pupil-Teacher Ratio.*—Comparing the number of pupils with the number of teachers, it is found that there are 20 pupils on an average per teacher. The ratio varies from 29 pupils per teacher in Delhi to 13 pupils per teacher in Rajasthan or Himachal Pradesh. Arranged in the descending order, the States would come as follows: Punjab (27), Manipur (26), Mysore (24), Andhra Pradesh and Kerala (23), Uttar Pradesh (22), Assam and Jammu and Kashmir (21), Tripura (19), Bihar, Madras and Orissa (17) and Madhya Pradesh (16).

13. *Accommodation.*—Consolidated information regarding accommodation and number of classrooms was not available from some States. The number of rooms available per school varies from two in Bombay to about 5 in Kerala and 7 in Delhi. The number of classrooms except in one case, is less than the number of teachers. The floor-space available per child varies from 8 square feet in Rajasthan to 19 square feet in Bombay. In Andhra Pradesh, it is 11 square feet, in Punjab, Tripura and Jammu and Kashmir 12 square feet, in Manipur 13 square feet, in Kerala, Madhya Pradesh and Orissa 14 square feet and in Uttar Pradesh and Himachal Pradesh 16 square feet.

From the delimiting the primary and middle school areas for the existing and the proposed schools we now turn to delimitation of the high school area in the next chapter.

Table No 128.—Rural Habitations (with percentages) served at the High School Stage by the Existing Schools in them

States		Population Slabs					Total	Percentage to Total
		5,000	2,000	1,500	1,000	Below 1,000		
Andhra Pradesh	No. %	47 49·47	227 12·51	39 2·42	39 1·05	27 0·06	379 0·75	8·42
Assam	No. %	9 81·81	35 15·02	29 9·57	49 5·64	163 0·68	285 1·16	6·33
Bihar	No. %	24 42·86	198 16·69	127 9·02	181 4·68	338 0·33	868 0·79	19·29
Bombay	No. %	30 40·00	188 10·26	29 1·68	26 0·58	20 0·03	293 0·38	6·51
J. & K.	No. %	4 66·67	24 34·78	14 7·87	11 9·32	33 0·32	86 0·79	1·91
Kerala	No. %	29 34·52	257 16·96	112 8·04	104 4·78	74 1·35	576 5·40	12·80
Madhya Pradesh	No. %	7 46·67	61 14·81	15 2·98	17 1·03	12 0·02	112 0·14	2·49
Madras	No. %	31 39·24	116 10·3	39 3·57	32 1·14	65 0·14	283 0·55	6·29
Mysore	No. %	9 36·00	58 8·38	24 3·82	25 1·45	31 0·08	147 0·36	3·27
Orissa	No. %	4 50·00	57 31·14	45 7·68	21 2·84	77 0·15	204 0·40	4·53
Punjab	No. %	26 61·90	250 29·07	80 9·43	73 4·30	149 0·61	578 2·07	12·84
Rajasthan	No. %	3 37·50	37 8·81	6 1·32	6 0·50	7 0·02	59 0·13	1·31
Uttar Pradesh	No. %	16 36·36	108 9·38	63 4·81	66 1·66	286 0·12	539 0·23	11·98
Dehi	No. %	.. 0·00	5 26·32	1 5·00	3 7·50	3 1·43	12 4·15	0·27
Himachal Pradesh	No. %	.. 0·00	.. 0·00	.. 0·00	.. 0·00	37 0·29	37 0·29	0·82
Manipur	No. %	.. 0·00	6 15·79	.. 0·00	4 5·00	11 0·62	21 1·09	0·47
Tripura	No. %	1 100·0	3 18·75	1 6·67	4 6·15	12 0·24	21 0·40	0·47
TOTAL	No. %	240 43·40	1,630 14·10	624 5·15	661 2·26	1,345 0·17	4,500 0·54	100·00
% to TOTAL		5·33	36·22	13·87	14·69	29·89	100·00	

Table No. 129.—Rural Habitations (with percentages) served at the High School Stage by the Existing Schools in the neighbourhood

States		Population Slabs					Total	Percentage to Total
		5,000	2,000	1,500	1,000	Below 1,000		
Andhra Pradesh	No. %	35 36·84	811 44·71	715 44·35	1,588 42·69	14,697 33·80	17,846 35·18	6·01
Assam	No. %	2 18·18	133 57·08	204 67·33	567 65·25	10,358 42·93	11,264 44·10	3·79
Bihar	No. %	26 46·43	741 62·48	962 68·33	2,673 69·14	56,778 54·95	61,180 55·70	20·60
Bombay	No. %	5 6·67	473 25·80	492 28·42	1,235 27·37	12,803 18·83	15,008 19·71	5·05
J. & K.	No. %	2 33·33	13 18·84	46 25·84	66 55·98	1,206 11·52	1,333 12·30	0·45
Kerala	No. %	43 51·19	1,047 69·11	1,034 74·23	1,674 76·97	3,626 66·01	7,424 69·64	2·50
Madhya Pradesh	No. %	4 26·67	62 15·05	90 14·31	321 19·40	10,976 13·79	11,453 13·94	3·86
Madras	No. %	36 45·57	720 64·20	734 67·15	1,933 68·57	28,015 59·90	31,438 60·60	10·58
Mysore	No. %	9 36·00	291 42·05	284 45·15	876 50·72	19,203 51·53	20,663 51·23	6·96
Orissa	No. %	1 12·50	72 39·34	349 58·02	319 43·05	17,634 35·75	18,366 35·70	6·18
Punjab	No. %	12 28·57	467 54·30	552 65·09	1,161 68·46	16,414 67·19	18,606 66·75	6·26
Rajasthan	No. %	1 12·50	50 11·90	57 12·53	212 17·62	7,736 17·29	8,056 17·20	2·71
Uttar Pradesh	No. %	7 15·91	425 36·92	431 32·93	1,311 32·98	66,780 29·15	68,954 29·27	23·21
Delhi	No. %	.. 0·00	12 63·16	14 70·00	28 70·00	160 80·48	223 77·16	0·08
Himachal Pradesh	No. %	.. 0·00	.. 0·00	.. 0·00	3 33·33	3,936 30·84	3,939 30·84	1·33
Manipur	No. %	2 50·00	21 55·26	20 64·52	49 61·25	371 20·91	463 24·03	0·15
Tripura	No. %	.. 0·00	10 62·50	8 53·33	36 55·38	783 15·38	837 16·13	0·28
TOTAL	No. %	185 33·45	5,348 46·25	5,983 49·39	14,052 48·01	2,71,485 34·52	2,97,053 35·36	100·00
% to TOTAL		0·06	1·80	2·02	4·73	91·39	100·00	

Table No. 130—Rural Habitations not served at the High School Stage by the Existing Schools in them or in the neighbourhood

States		Population Slabs					Total	Percentage to Total
		5,000	2,000	1,500	1,000	Below 1,000		
Andhra Pradesh	No.	13	776	858	2,093	18,758	32,498	6.04
	%	13.68	42.78	53.23	56.26	66.14	64.07	
Assam	No.	..	65	70	253	13,605	13,993	2.60
	%	0.00	27.90	23.10	29.11	56.39	54.78	
Bihar	No.	6	217	319	1,012	46,204	47,788	8.88
	%	10.71	20.83	22.66	26.18	44.72	43.51	
Bombay	No.	40	1,172	1,210	3,252	55,176	60,850	11.30
	%	53.33	63.94	69.90	72.06	81.14	79.91	
J. & K.	No.	..	32	118	41	9,228	9,419	1.75
	%	0.00	46.38	66.29	34.75	88.16	86.91	
Kerala	No.	12	211	247	397	1,793	2,660	0.49
	%	14.29	13.93	17.73	18.25	32.64	24.95	
Madhya Pradesh	No.	4	289	399	1,317	68,604	70,613	13.11
	%	25.67	70.15	79.17	79.58	96.19	85.93	
Madras	No.	12	286	320	854	18,688	20,160	3.74
	%	15.19	25.5	29.28	30.29	39.96	38.86	
Mysore	No.	7	343	321	826	18,030	19,527	3.63
	%	28.00	49.57	51.03	47.83	48.38	48.41	
Orissa	No.	3	54	201	401	32,219	32,878	6.11
	%	37.50	29.51	31.30	54.11	64.53	63.91	
Punjab	No.	4	143	216	462	7,867	8,692	1.61
	%	9.52	16.63	25.47	27.24	32.20	31.18	
Rajasthan	No.	4	333	392	985	37,001	38,715	7.19
	%	50.00	79.29	86.15	81.88	82.69	82.67	
Uttar Pradesh	No.	21	618	815	2,598	1,62,010	1,66,062	30.84
	%	47.73	53.69	62.26	65.36	70.72	70.50	
Delhi	No.	..	3	5	9	38	54	00.01
	%	0.00	10.53	25.00	22.50	18.10	18.69	
Himachal Pradesh	No.	..	..	..	56	8,791	8,797	1.63
	%	0.00	0.00	0.00	66.67	68.87	68.87	
Manipur	No.	2	11	11	27	1,392	1,443	0.27
	%	50.00	28.95	35.48	33.75	78.47	74.88	
Tripura	No.	..	3	6	25	2,296	4,331	0.80
	%	0.00	18.75	40.00	38.46	84.39	83.47	
TOTAL	No.	128	4,585	5,508	14,558	5,13,701	5,38,480	100.00
	%	23.15	39.65	45.46	49.74	65.31	64.10	
% to TOTAL		0.03	0.85	1.02	2.70	95.40	100.00	

CHAPTER 39

Existing High Schools

1. *The High School Stage.*—As in the case of middle schools, the information regarding high schools includes all schools having high school classes, whether they be schools having middle school or primary classes or having only high school classes. In some States, they include standards VIII to XI, in others IX and X and in some IX to XI. The standards and the duration in each of the States is indicated in Table No. 94.

2. *Sources for Data.*—As in the case of primary and middle schools, the Register of Habitations (Rural Areas) in Form No. IB gives in column 12 information regarding the number of high schools in each of the habitations. Here, the number of institutions at the high school stage are calculated and hence information regarding habitations having provision at the high school stage can be obtained straightaway from this register of habitations (rural areas). The Slab Register showing habitations with and without schools also shows in column 6 information regarding provision at the high school stage and this is more useful for the present purpose as it is given according to population slabs of the habitations. The picture is also obtained from the Register of School Areas (Rural) in Form No. 4, where in column 21 the number of existing schools is given. Indication is given regarding the habitations in which schools are proposed in column 22 and in column 23 is given the serial number of the habitation, the school in which serves the needs of the habitation concerned at the high school stage, and thus from these columns information regarding all habitations served having home facility or neighbouring facility for high school education can be found out.

The map also gave a visual picture of the existing high school areas as a square in green indicates the habitation which has a high school in it and all habitations that are served by it are enclosed by a dotted green curve. The same is the case regarding the proposed high schools shown by red squares and their areas by red dotted curves. Information can be had regarding the school areas served by existing institutions at the high school stage from the maps, for purposes of tabulation information had of necessity to be collected from the Register of School Areas and compared with the other Registers mentioned by preparing tallies, the final result from which has been consolidated in proforma No. 4 in Table No. IXA for the existing schools and Table No. IXB for the proposed ones and the ultimate results as it would be after planning in Table IXAB in the same proforma. The abstracts of the district tables give State Tables IXA, IXB and IXAB and the abstracts of the State Tables form the basis of the all-India tables.

3. *The High School Area.*—As regards the high school area, as already pointed out, ordinarily all habitations within a radius of five miles from the existing schools were included in the school area. Though no separate School Area Register was prepared, these have been clearly demarcated on the maps and while doing so the serial

number of the high school habitation has been entered in column No. 23 of the School Area Register. Though the distance of five miles was indicated as the upper limit for tagging on the habitation to the existing or proposed high schools, in some cases, due to the existence of sparsely located tiny habitations and the topographical conditions etc., the District and the State Special Officers had thought it fit to extend this limit to a certain extent in special cases. This has been particularly so in Rajasthan and in certain hilly tracts of Himachal Pradesh, Assam, etc. In Kerala, on the other hands, the State Government decided to have a limit of only three miles instead of five miles.

4. *Habitations with High Schools in them.*—From the compilation prepared from the district Table IXA, it is noticed that out of the total of 8,40,033 habitations in the whole of India, (except West Bengal), only 4,500 habitations have got provision for high school education in them. Of these 868 are from Bihar, forming 19·29% of the total. Kerala has got 576 accounting for 12·8% and Punjab 578, forming 12·84%. In Uttar Pradesh there are 539 (11·98%), in Andhra Pradesh 379, Assam 285, Bombay 293, Jammu & Kashmir 86, Madhya Pradesh 112, Madras 285, Mysore 147, Orissa 204, Rajasthan 59, Delhi 12, Himachal Pradesh 37, Manipur and Tripura 21 each. It will be thus seen that if the Union Territories are left out, the least number is to be found in Rajasthan.

5. *Their Percentage to the Habitations in each State.*—These 4,500 habitations form only 0·54% of the total number of habitations in the whole of India. Compared to the total number of habitations in each of the States, the maximum is in Kerala, it being 5·4% and Delhi comes next with 4·15%. In other States, the percentage is much lower and not even half of this. In Punjab only 2·07% of the habitations have got provision for high school stage in them. In Assam and Manipur, it is a little over 1%, while in other States it is much below one per cent. In Bihar and Jammu & Kashmir, the percentage comes to 0·79% each, Madras 0·55%, Orissa 0·4%, Bombay 0·38%, Mysore 0·36%, Madhya Pradesh 0·14% and Rajasthan 0·13%. Among the Union Territories, Manipur has got 1·09%, Tripura 0·4% and Himachal Pradesh 0·29%. Thus it is seen that in Rajasthan, the percentage is the lowest, if the percentage of habitations having high school to the total number of habitations is considered. Next to it comes Madhya Pradesh with a slight higher percentage, viz. 0·14%. Bombay has comparatively much lower percentage, for provision at this stage as compared with its position in regard to the facilities at the primary school stage.

6. *Their Slab-wise Distribution.*—Considered population slab-wise of the 4,500 habitations, only 240 are in the population slab 5000 and above, forming 43·4% of the total number of habitations in this slab. It will be recalled, according to the principles and targets fixed, provision at the high school stage is considered necessary in all habitations with population 5,000 and above. Thus of every ten habitations of this size, nearly six have not got provision at the high school stage.

Considering the distribution of these 240 in the different States, it is noticed that the largest number, viz. 47 is from Andhra Pradesh, 31 from Madras, 30 from Bombay, 29 from Kerala, 26 from Punjab

and 24 from Bihar. Of course, the number depends upon the total number of habitations in these slabs and from this point of view, though there are only four habitations in Jammu & Kashmir having high school facility in them, they form 66·67% of the habitations in the slab and the nine habitations in Assam form 81·81% of the total in that slab. Other States having the percentage higher than the average for the country as a whole, *viz.* 43·4% are Madhya Pradesh with 7 habitations forming 46·67%, Orissa having four habitations forming 50% of the total number of habitations and Punjab with 26 habitations forming 61·9%. There being only one habitation in Tripura in this slab, Tripura, of course, tops the rank getting 100%.

In the population slab 2,000-4,999, out of the total 1,630 in this slab that have got a provision for high school stage in them, 257 are from Kerala. They form 16·96% of the number of habitations in that slab in that State. Punjab has got 250, Andhra Pradesh 227, Bihar 198, Bombay 188, Madras 116 and Uttar Pradesh 108. Comparing with the total number of habitations in each of the State in this slab, it is noticed that it is 34·78% in Jammu & Kashmir, 31·14% in Orissa, 29·07% in Punjab and 26·32% in Delhi. On the other hand, the smallest percentage is noticeable, leaving aside Himachal Pradesh with zero, in Madras where only 1·43% of the habitations in this slab have a high school in them.

In the next lower slab, *viz.* 1,500-1,999 there are 624 habitations having provision at the high school stage in them. These form 5·15% of the total number of habitations in that slab. Of these, the largest number is in Bihar, there being 127 and next comes Kerala with 112. In Delhi and Tripura, there is one each and in Rajasthan six. Compared to the total number of habitations in the slab in all cases, the percentage is less than 10, the highest being in Assam, where it is 9·57. Next comes Punjab with 9·43%, followed by Bihar with 9·02%. In Bombay, the percentage is 1·68, Rajasthan 1·32 and Uttar Pradesh 4·81. In Madhya Pradesh it is 2·98.

In the population slab 1,000-1,499 of the total number of habitations in this slab, only 2·26% of the habitations had provision of the high school stage in them on the 31st March 1957. Out of these 661 habitations, 181 are from Bihar, and 104 from Kerala. Among the States, the smallest number is from Rajasthan, there being only six habitations with schools in them. Jammu & Kashmir has 11 and Bombay 26. In Delhi there are 3, none in Himachal Pradesh and four each in Manipur and Tripura.

In the lowest population slab, *i.e.* below 1,000 there are 1,345 habitations having provision for high school stage in them. These form 29·89% of the total number of habitations having high schools in them. But as there are large number of habitations in this slab, these form only 0·17% of the total number of habitations in this slab. Of these, the largest number is in Bihar, there being 338; next comes Uttar Pradesh with 286, and then Assam with 163. Punjab has 149 and Bombay only 20. The 338 habitations in Bihar form only 0·33% of the total and 286 from Uttar Pradesh form 0·12% of the total.

As in the case of middle schools, here also the provision at the high school stage is not equitably distributed over the whole area in the different States, whatever be the provision in that State. It is noticed that in some districts it is comparatively better, while in others there is hardly any provision at the high school stage.

7. *Neighbouring Habitations Served.*—This, however, does not mean that other habitations are entirely denied any facility at the high school stage. As in the case of primary and middle school stage, children in the adjoining habitations can and have certainly to walk to the school in the vicinity and as already stated, ordinarily all habitations within about five miles have been tagged on to the existing schools, whether in rural or urban areas. All the States have not indicated separately figures for habitations tagged on to high schools in rural and urban areas and for the present purpose it is immaterial as the main point for consideration is whether or not a habitation gets facility at the high school stage at least in the adjoining habitation within the distance limit set out. In Bombay the habitations served by urban areas were left out.

Considered from this point, 2,97,053 habitations i.e. 34.52% of the total get benefit of the high school in the adjoining rural or urban habitation. Of these, the largest number is from Uttar Pradesh forming 23.2%, there being 68,954 habitations. Next comes Bihar with 61,180. Madras accounts for 31,438. Mysore 20,663, Punjab 18,606, Orissa 18,366, Andhra Pradesh 17,846, Bombay 15,008, Madhya Pradesh 11,453, Assam 11,264 and Rajasthan 8,056. In Kerala there are 7,424. Among the States, Jammu & Kashmir has the least, it being 1,333. From the Union Territories, Himachal Pradesh has got 3,939, Tripura 837, Manipur 463 and Delhi 223.

Though the number in Delhi is the smallest, it forms 17.16% of the total number of habitations in the territory. Compared from this point of view, next in order comes Kerala with 69.64% of its habitations having school in the vicinity. Then follows Punjab with 66.5%, Madras with 60.6%, Bihar with 55.70%, Mysore with 51.23%, Assam with 44.1%, Orissa with 35.7%, Andhra Pradesh with 35.18%, Himachal Pradesh with 30.84%, Manipur with 24.05%, Bombay with 19.71%, Tripura with 16.13%, Madhya Pradesh with 13.94% and Jammu & Kashmir with 12.30%. The low percentage in Bombay is quite striking and is to a certain extent inexplicable. It is true that the provision in Bombay at the high school stage is itself lower and there being only 0.38% of the habitations having schools in them as against the all-India average of 0.54%. But here it is found that the percentage falls still lower as compared with the all-India average of 35.36%.

8. *Slab-wise Distribution in States of the Neighbouring Habitations Served.*—Of the 2,97,053 habitations the largest number is naturally from the population slab below 1,000. These 2,71,485 form 91.39% of the total so provided. Of this, the largest number is from Uttar Pradesh, there being 66,780. They form 29.15% of the total in Uttar Pradesh. Next comes Bihar with 56,778, forming 54.95% of the total. From other States, the number is comparatively far smaller, Madras having 28,015, forming 59.90% of the total. In Mysore the number is 19,203 and in Punjab 16,414. However, they form

67.2% of the total. From Andhra Pradesh, there are only 14,697 and Bombay 12,803. In spite of being mostly hilly, Assam has got 10,358 and Madhya Pradesh 10,976. Rajasthan accounts for 7,736 and Kerala for 3,626. Jammu & Kashmir which ranks last amongst the States would have 1,206, having provision at the high school stage from existing high schools in the adjoining habitations. Among the Union Territories, in Himachal Pradesh there are 3,936, Tripura 783, Manipur 371 and Delhi 169 habitations with facility in the neighbouring habitation. These form 34.52% of the total number of habitations in this slab.

As against these, in the next higher slab, *viz.* 1,000-1,499, 48.01% of the habitations have facility at the high school stage in the adjoining habitations. The largest number is from Bihar, there being 2,673. Next comes Madras with 1,033, Kerala with 1,674, Andhra Pradesh 1,588, Uttar Pradesh with 1,311, Bombay with 1,235 and Punjab with 1,161. From Rajasthan, there are only 212, from Orissa 319 and from Madhya Pradesh 321. In Himachal Pradesh there are only 3, Manipur 49 and Tripura 36. In Delhi 28 habitations had the high school facility in the adjoining habitation.

In the population slab 1,500-1,999, there are in all 5,983 habitations that would have provision at the high school stage within five miles. These form 49.39% of the habitations in this slab. The largest number is from Kerala, there being 1,034. Next comes Bihar with 962, Madras with 734, Andhra Pradesh with 715, Punjab with 552, Bombay with 492 and Uttar Pradesh with 431. From Jammu & Kashmir there are 46, Rajasthan 57 and Madhya Pradesh 90.

From the point of view of how many of the total number of habitations in the slab in the State have this facility, a pretty high percentage is found in Kerala, it being 74.23%. In Assam it is 67.33%, Bihar 68.33%, Madras 87.15% and Punjab 65.09%. In Manipur it is 64.52%. It is low in Bombay (28.42%), Rajasthan (12.53%) and Madhya Pradesh (14.31%).

The number in the next higher slab is still smaller, there being 5,348 habitations forming 46.25% of the total of this slab. Of these, Kerala again has got the highest number, *viz.* 1,047. Next come Andhra Pradesh with 811, Bihar with 741 and Madras 720. From Jammu & Kashmir there are 13, Rajasthan 50, Mysore 62 and Orissa 72.

Considered from the point of view of percentage to the total number of habitations in the slab in each of the States, the percentage is fairly high in Madras (64.2%), Bihar (62.48%), Kerala (69.11%) and Punjab (54.30%). It is very low in Rajasthan (11.9%), Bombay (22.8%) and Jammu & Kashmir (18.84%). Among the Union Territories, except Himachal Pradesh where it is zero, in others it is fairly high.

There are 185 habitations that get this facility from the adjoining habitations in the highest slab. These form 33.45% of the total in this slab. A fairly large number of this, *viz.* 43 from Kerala, 35 from Andhra Pradesh, 26 from Bihar and 12 from Punjab. From other States, the number is very small.

9. *Habitations served by Urban Areas.*—Of the schools served by adjoining habitations, some are served by urban areas within the distance limit set out. As some of the State Special Officers have not given the slab-wise distribution of habitations that are served by urban schools, it is not possible to give an all-India frequency distribution of rural habitations served by urban high schools. However, from the general impression that could be obtained from the maps, it can be said that the number of such schools is not small. Moreover, generally speaking, habitations adjoining urban areas are comparatively larger for evident reasons and due to the urban influence and the consequent educational consciousness, the chances of a middle school and high school being located in some of these are also more. On the other hand in Bombay the number of habitations served by urban schools was not included. It must also be admitted that some of the District Officers did not pay as much attention as was necessary in tagging on the rural habitations to the high schools in the adjoining urban habitations. Had that been done, in some of the States the number of rural habitations remaining without educational facility at the high school stage would have still further gone down.

10. *State-wise Distribution of Habitations not Served.*—As things stand, 4,500 habitations would be, in accordance with the proposals, having schools in them and 2,97,053 would have them in the adjoining habitation, making a total of 3,01,553 forming 35.90% of the total number of habitations, leaving out 5,38,480 habitations without educational facility at the high school stage.

Of the 5,38,480, 1,66,062 are from Uttar Pradesh, which thus accounts for 30.84% of the total number of habitations remaining unserved. Next comes Bombay with 60,850 forming 11.3% of the total. It may be mentioned here that the District and State Officers in Bombay did not count the habitations that are served by the urban schools as also the habitations that are served by the high schools within the distance limit but had no primary and/or middle school facility. Had that been done, then the present figure would have considerably fallen. In Bihar there are 47,788 habitations that remained without educational facility at the high school stage. Next would come Rajasthan with 38,715, Orissa with 32,878, Andhra Pradesh with 32,498, Madras with 20,160, Mysore with 19,527, Assam with 13,993, Jammu and Kashmir with 9,419, Himachal Pradesh with 8,797, Punjab with 8,692, Tripura with 4,331, Kerala with 2,660, Manipur with 1,443 and Delhi with only 54.

11. *Percentage of Habitations not Served.*—Compared to the total number of habitations in each of the States, the percentage of those left without educational facility at the high school stage is noticed to be the highest in Jammu & Kashmir, the number being 86.91%. Next come Madhya Pradesh with 85.93%, Tripura with 83.47%, Rajasthan with 82.67%, Bombay with 79.91%, Manipur with 74.88%, Uttar Pradesh with 70%, Himachal Pradesh with 68.87%, Andhra Pradesh with 64.07% and Orissa with 63.91%. It is least in Delhi being 18.69% and next comes Kerala with 24.95%. Punjab has 31.18%, Madras 38.86%, Bihar 43.51% and Mysore 48.41%.

12. *Slab-wise Distribution of Habitations not Served.*—Of the 5,38,480 habitations that had no educational facility on the 31st March 1957, 5,13,701 forming nearly 95·4% of this number are from the population slabs below 1,000, and only the remaining 4·6% are from the other higher slabs. From the highest slab, there are only 128, forming a meagre percentage of 0·03% and from the slab 2,000-4,999 there are 4,585 habitations. The slab 1,500-1,999 accounts for 5,508, while the slab 1,000-1,499 gives 14,558.

Out of the 5,12,701 in the lowest slab, 1,62,010 are from Uttar Pradesh. They form 70·72% of the total number of habitations in that slab in that State. Bombay had 55,176 habitations without educational facility at the high school stage, Bihar accounts for 46,204 and Rajasthan 37,001. The least number among the States, leaving aside the Union Territory of Delhi which had only 38, is from Kerala, there being only 1,793.

13. *Slab-wise Percentage of Habitations not Served in State.*—Considered from the point of view of percentage to the total number of habitations in each State in the slab, below 1,000 quite a high percentage is noticeable in Jammu & Kashmir (88·16%), Madhya Pradesh (86·19%), Rajasthan (82·69%), Bombay (81·14%), Uttar Pradesh (70·72%), Himachal Pradesh (68·87%), Andhra Pradesh (66·14%) and Orissa (64·53%). The percentage for the whole country comes to 65·31%. The lowest percentage in this slab is noticeable in Delhi (38·19%) and among the States in the Punjab, it being 32·20%. In Kerala it is 32·64%.

Of the 14,558 habitations without any facility at the high school stage on the 31st March, 1957, in the slab 1,000-1,499, below, 2,598 are from Uttar Pradesh and 2,093 from Andhra Pradesh. From the point of view of percentage to the total number in that slab in the State, the percentage is quite high in Rajasthan, it being 81·88%; next come Madhya Pradesh with 79·58% and Bombay with 72·06%. The average for the country as a whole is 49·74%. Very low percentage is noticeable in Kerala (18·25%), Delhi (22·5%) and Punjab (27·24%).

Out of the 5,508 habitations in the population slab 1,500-1,999, Bombay records 1,210 forming 69·9% of the total number of habitations in this slab in that State. A comparatively high percentage is also noticeable in Andhra Pradesh (53·23%), Jammu & Kashmir (66·29%), Madhya Pradesh (79·17%), Mysore (51·03%), Rajasthan (86·15%) and Uttar Pradesh (62·26%). The average for the country is 45·46%.

Of the 4,585 habitations without educational facility at the high stage from the slab 2,000-4,999, again a pretty high number is noticeable from Bombay, there being 1,172 such habitations forming 63·94% of the total number of habitations in this slab from that State. Other States where the percentage is pretty high are Jammu & Kashmir (46·38%), Madhya Pradesh (70·15%), Rajasthan (79·29%) and Uttar Pradesh (53·69%). The average for the whole country is 39·65%. The percentage is very low in Delhi, it being 10·53%, Kerala (13·93%) and Punjab (16·63%).

In the highest slab, viz. 5,000 and above, there were in all 128 habitations without a high school within even five miles. Of these, 40 were from Bombay, 21 from Uttar Pradesh, 13 from Andhra Pradesh, 12 each from Kerala and Madras, 7 from Mysore, 6 from Bihar, 4 each from Punjab and Rajasthan, 3 from Orissa and 2 from Manipur. There are none from the States of Assam, Jammu & Kashmir, Delhi, Himachal Pradesh and Tripura. Of the total number of habitations in this slab, 23·15% were without educational facility at the high school stage.

As the Survey was intended not only for finding out the position obtaining at present (as on 31st March, 1957) but also to find out the most suitable locations for new schools that may be started in future. The main problem here is to provide as many as possible of the 5,38,480 habitations, excepting of course a few of these that are already having it within the distance limit either from the existing facility in neighbouring urban habitation. The proposals for new schools in certain cases would naturally provide educational facility at the high school stage at a shorter distance to children in some of the habitations which, in the existing position, happen to be tagged on to a distant habitation. In the next chapter is examined the position that would obtain as a result of the proposals made for the location of high schools in the rural areas.

Habitations to be Served at the High School Stage after Planning

1. *The Source for Tabulation*—As shown in the previous chapter, 4,500 rural habitations had home facility at the high school stage on 31-3-1957, while 2,97,053 had it in some habitation, generally within five miles and 5,38,480 habitations had no such facility whatsoever. In order, therefore, to provide for as many of these habitations as possible in conformity with the targets and principles set out, new schools have been proposed. Entries regarding the proposed provision at the high school stage is, as already stated, made in column 22 of Register of School Areas (Rural) and consequently, against all habitations served by it, necessary entry has been made in column 23 also. A list of proposed schools was also required to be prepared and the total population to be served was to be indicated. Information from all these sources has been consolidated in the district Table IXB, indicating the number of habitations in each slab where provision at the high school stage has been proposed and the final picture emerging from the existing as well as the proposed facilities is given in the District and State Tables IXAB.

2. *State-wise Distribution of Habitations with High Schools in them.*—From the compilation of the all-India Table IXAB given in Table No. 131 it will be seen that, as a result of the new schools proposed instead of the former 4,500 habitations having provision of a high school in them, 13,487 would be having it in the habitation itself

Of these 13,487 habitations, 2,648 would be from Uttar Pradesh, 1,835 from Bombay, 1,410 from Bihar, 1,239 from Andhra Pradesh, 1,037 from Rajasthan and 938 from Punjab. The number from other States is comparatively very small. In Delhi, only 17 are proposed, 29 in Tripura, 32 in Manipur, 164 in Jammu & Kashmir, 166 in Himachal Pradesh, 495 in Assam, 578 in Mysore, 607 in Madras and 768 in Kerala. Thus it will be seen that the States which had very few habitations with provision at the high school stage have now comparatively much larger percentage. Still the percentage to the total number of habitations in the different States varies considerably, e.g., in Kerala it is 7.2%, while in Tripura it is 0.59%. The average for the country as a whole comes to 1.61%, Delhi has 5.88%, Punjab 3.36%, Andhra Pradesh 2.44%. Bombay 2.41%, Rajasthan 2.21%, Assam 1.94% and Manipur 1.66%. Other States and the Union Territories have the percentage below the all-India average. Leaving Tripura aside, the lowest is in Uttar Pradesh, as only 112 habitations out of 10,000 would be having provisions of a high school in them.

3. *Slab-wise Distribution of Habitations with High Schools.*—Viewed from another angle, viz. the population of habitation in which these high schools would be located, the largest number is from the population slab 1,000 and below. Of the 13,487, there would be 4,747 forming 35.2% of the total from this slab alone. In the higher slabs, the number of habitations having high schools in them naturally becomes smaller, there being 2,555 habitations in the slab '1,000-1,499', 1,965 in the next higher slab '1,500-1,999', 3,884 in the slab '2,000-4,999' and 336 in the highest slab.

Though the number of habitations in the highest slab accounts for only 2.49% of the total number of habitations, they form 60.76% of the total number of habitations in that slab. The number, as will be noticed, has increased from 240 to 336. In Tripura, there being only one habitation in this slab, the provision is 100%. Ordinarily one would expect every habitation with population 5,000 and above to have a high school in it. But as would be seen from Table No. 131, leaving aside Tripura, the percentage varies from 87.5% in Rajasthan to 40.48% in Kerala. The average for the country as a whole is 60.76% and the States of Uttar Pradesh, Rajasthan, Punjab, Orissa, Madhya Pradesh, Jammu & Kashmir, Bombay, Assam and Andhra Pradesh have got percentages higher than this average.

In the population slab '2,000-4,999', of the total number of habitations in that slab, as against the former 1,630, as a result of planning, 3,884 habitations would have provision at the high school stage in them. This would raise the percentage to 33.59. Of these, a comparatively large number are in Bombay, there being 336 such habitations. In Andhra Pradesh, there are 539 and Uttar Pradesh 418. In other States, the number is comparatively smaller. In Jammu & Kashmir, there are only 37 and in Assam 46 such habitations.

Compared to the total number of habitations in the States, the maximum percentage of 68.57 is found in Rajasthan. Next come Madhya Pradesh with 60.68% and Bombay with 45.61%. Among the States, a very low percentage is noticeable in Assam (19.74%), Madras (2.68%) and Kerala (20.79%).

In the population slab 1,500-1,999, the number of habitations having provision at the high school stage would rise from 624 to 1,965, to more than three times the former number. Of these, 330 are from Bombay, 283 from Uttar Pradesh and 213 from Andhra Pradesh. From Jammu & Kashmir there are 30, Assam 40 and Madras 95. The percentage in different States ranges from 8.69 in Madras to 37.58% in Rajasthan, and none in Himachal Pradesh. In Manipur it is a little over 3% and in Delhi and Tripura 20%. The average for the country as a whole comes to 16.22%.

The percentage of habitations that would have a provision of a high school in them is nearly half of this in the next population slab, 1,000-1,499, there being only 2,555 habitations as against the former 661 that would have a high school in them. The number thus becomes nearly four times. Of these, 487 would be in Uttar Pradesh, 355 in Bombay, 279 in Andhra Pradesh, 268 in Bihar. Compared to the total number of habitations in the slab, though there are only 31 habitations in this slab in Jammu & Kashmir, the percentage is 26.27. Next comes Rajasthan with 19.7%.

In the lowest population slab, i.e. below 1,000, there is also considerable rise in as much as the total number of habitations that would have a high school in them rises from 1,345 to 4,747. Notwithstanding this, the percentage to the total number of habitations in this slab would be only 0.67% as there is a very large number of habitations in this slab. Of these 4,747, the largest number is noticed in Uttar Pradesh, there being 1,428. In Bihar there are 662 and Madhya Pradesh 438. In most of the States, the percentage to the total is very small. In Assam it is 3.1% and in Kerala it is 2.28%.

4. *To be Served by Schools Outside.*—The children in these 13,487 habitations forming 1.61% of the total would have the high school facility at the door according to planning. But besides these, as against the former 2,97,053 habitations, 6,85,387 forming nearly 81.54% of the total number of rural habitations would have the facility according to planning at a distance generally not longer than five miles.

Of these, the largest number is in Uttar Pradesh, there being 2,18,436 habitations that would be served within the distance limit. These account for 31.87% of the total number of habitations so served. Nearly half of this number, i.e. 1,05,543 habitations would be served from Bihar. The number of habitations to be served from other States are comparatively less. From Madras there would be 45,448, Madhya Pradesh 44,682, Rajasthan 42,884, Bombay 42,671, Andhra Pradesh 40,506, Orissa 38,649 and Mysore 37,467. The number from the remaining States is still smaller, the smallest number 272 being from Delhi. From Manipur there are 707, Himachal Pradesh 1,088, Tripura 1,400, Jammu & Kashmir 2,636, Kerala 9,511, Assam 17,295 and Punjab 26,602.

Compared to the total number of habitations in the States, though the number from Delhi is very small, the percentage there is quite high, being 94.12% of the total number of habitations. The highest viz. 96.09% is from Bihar; next comes Punjab with 95.43% and Delhi ranks third. The percentage in Mysore is 92.88, Uttar Pradesh 92.73, Rajasthan 91.57, Kerala 89.22, Madras 87.22 and Himachal Pradesh 85.19. The average for the country as a whole is 81.59%. The percentage of the habitations served at a distance by high schools to the total number of habitations in the State is lowest in Jammu & Kashmir, it being 24.32%; next comes Tripura with 26.98% and Manipur with 36.69%. In Madhya Pradesh it is 54.37% and Bombay 56.03%.

5. *Slab-wise Distribution of Habitations.*—Of the 6,85,387 habitations, 214 are from the highest population slab 5,000 and above. Ordinarily every habitation with a population above 5,000 was to be considered for a high school in it if there was none already. But in spite of this, 214 habitations have to look to the neighbouring habitation for high school facility even after planning. In some of these cases, the high school is located either in a contiguous habitation or at a very short distance of a couple of furlongs. In a few cases, the population figure has, since 1951, come down substantially, while in other cases, after taking an overall view of the local conditions, the District and State Special Officers thought it fit to tag them on to the adjoining existing or proposed school not far away from the habitation.

From the next lower slab, 2,000-4,999, 7,298 habitations would have the high school facility from the neighbouring habitation. Of these, 1,199 are from Kerala, 1,193 from Andhra Pradesh, 906 from Bihar, 892 from Madras, 836 from Bombay and 708 from Uttar Pradesh. From Himachal Pradesh there is none, from Tripura 11, Jammu & Kashmir 16, Manipur 27, Orissa 85, Madhya Pradesh 119, Rajasthan 129 and Assam 178. These 7,298 habitations form 63.11% of the total number of habitations in that slab. Compared to the total

number in the slab in each of the States, a comparatively low percentage will be noticed in Jammu & Kashmir (23·19%), Madhya Pradesh (28·88%) and Rajasthan (30·71%). The highest is in Madras and Kerala, it being about 79·5%.

From the next lower slab, 1,500-1,999, as many as 9,407 habitations i.e. 77·65% of the total number of habitations in that slab would have the high school facility in the neighbourhood. A fairly large number of these are from Andhra Pradesh, Bihar, Bombay and Kerala and a very small number from Delhi, Manipur, Tripura, Jammu & Kashmir, Assam, Rajasthan and Madhya Pradesh. The percentage to the total number of habitations in each of the States varies from 38·20% in Jammu and Kashmir to 89·59% in Kerala.

As regards the population slab 1,000-1,499, a still higher number, viz. 24,443 forming 83·51% of the total number of habitations in that slab have this facility at the high school stage. Here again, besides the States in which the number was pretty high in the previous slab, it is also quite high in the States of Uttar Pradesh, Madras, Mysore and Punjab, there being 3,588 habitations from Bihar, 3,354 from Uttar Pradesh and 3,179 from Andhra Pradesh. From Bombay, there are 3,094 and from Madras 2,588. Besides the Union Territories, a very small number is from Jammu & Kashmir also, there being only 85 from that State. From Orissa there are only 559, Assam 736 and Rajasthan 926. It will be recalled that the number in this slab has risen from 14,052 as on 31st March, 1957 to 24,443 after planning.

Compared to this, the rise is still substantial in the next slab, as the total number of habitations to be served by high schools at a distance would rise from 2,71,485 to 6,44,025 after planning. These account for 93·97% of the total number of habitations to be served at a distance and 81·88% of the total number of habitations in that slab. Of these, 2,13,372 are from Uttar Pradesh, 99·792 from Bihar, 43,219 from Madhya Pradesh, 41,550 from Rajasthan, 40,764 from Madras, 37,687 from Bombay, 34,877 from Mysore and 34,764 from Andhra Pradesh. From the other States, the number is comparatively less. From Himachal Pradesh there are only 10,874, from Kerala 5,015, from Jammu & Kashmir 2,465 and from Tripura 1,328. From Manipur and Delhi, there are 582 and 207 respectively. Compared to the total number of habitations in the slab, the highest percentage is in Delhi, it being 98·57%. Next come Punjab (97·47%), Bihar (96·59%), Mysore (93·59%), Uttar Pradesh (94·14%), Rajasthan, (92·86%), and Kerala (91·30%). In Bombay, the percentage would be 55·42 and in Madhya Pradesh 54·30. The percentage is least in Jammu & Kashmir, it being 23·55. In Tripura it is 26·08, Manipur 32·81 and Himachal Pradesh 85·90.

6. *Habitations Not Served.*—Thus it is that out of a total of 8,40,033, 13,487 habitations forming 1·61% of the total would have the high school located in them and 6,85,387 forming 81·59% would have it in the neighbourhood. Thus 6,98,874 habitations i.e. 83·2% of the total would have facility at the high school stage as a result of planning, leaving out 1,41,159 habitations forming about 16·8% of the total.

Of these, a little less than one fourth are from Bombay alone, there being 31,645 habitations left out in Bombay. This is mainly due to the Officers not following the instructions fully in regard to properly recording the habitations served by urban areas as also habitations within five miles from the high school though not served at the middle and or primary school stage. Similar incidence is likely to be there in some other cases also, and particularly in Madhya Pradesh where also the number is very high, viz. 36,436 forming a little more than 25% of the total. In Bombay and Madhya Pradesh the habitations remaining without educational facility at the high school stage are found to be 41.56% and 44.34% respectively of the total number of habitations in each of the States. These rank next to Jammu & Kashmir, Tripura and Manipur, where the percentages are 74.16, 72.46 and 61.65 respectively. However, the conditions in these are not on a par with those in Bombay and Madhya Pradesh. Next to Bombay, the percentage is higher in Assam, a large part of which is hilly. There are 7,752 habitations forming 30.35% of the total in the State. The percentage of habitations remaining without facility at the high school stage is much lower. In Andhra Pradesh it is 17.70%, Himachal Pradesh 13.51%, Madras 11.61%, Rajasthan 6.21%, Uttar Pradesh 6.14%, Mysore 5.69%, Kerala 3.57%, Bihar 2.62% and Punjab 1.21%. There is none from Delhi.

Of these 1,41,159 habitations, 1,31,759 are from the lowest population slab. These form 97.59% of the total number so served but form only 17.51% of the habitations in the slab. The remaining 2.41% are from the higher slabs. Of these, 2,273 are from the slab 1,000-1,499, 743 from the slab 1,500-1,999, 381 from the slab 2,000-4,999 and only three from the highest slab.

According to the targets and principles laid down in regard to the planning of high school areas, ordinarily all habitations with a population above 5,000 ought to have got a school in them. These three habitations figuring here are peculiar cases. One habitation from Bombay figures in this slab because in the Census its population was recorded above 5,000. Its actual population is only 30 and therefore, really speaking, it belongs to the lowest slab. The other two habitations, one each from Andhra Pradesh and Madhya Pradesh are also very small now and hence they remain without this facility.

As regards the slab 2,000-4,999, of the 381 habitations 161 are from the State of Bombay and 82 from Andhra Pradesh. From Uttar Pradesh there are 25 and from others less than 16. These form 3.29% of the total.

From the next slab, the number of habitations that remain without this facility even in the neighbourhood is nearly double, there being 6.13% of the total number of habitations to be so served. Of the 743 habitations falling in this category, Bombay accounts for the highest number, there being 356 forming 20.57% of the total number in that slab in the State. The highest percentage is, however, from Jammu & Kashmir as the 80 habitations left without any facility at the high school stage form 44.94% of the total. From Delhi and Himachal Pradesh, there are none. There is one each from Punjab and Tripura, four from Bihar, three from Manipur, five from Kerala,

six each from Rajasthan and Mysore, 17 from Assam, 33 from Madras, 36 from Uttar Pradesh, 80 from Jammu & Kashmir and 91 from Andhra Pradesh. Looked from the point of view of percentage, beside Jammu & Kashmir, it is quite high in Bombay, it being 20.57%, and in Madhya Pradesh 13.49%. In Manipur it is 9.68%, Tripura 6.67% and Orissa 6.14%. In Andhra Pradesh and Assam it is nearly 5.6% and in the States of Bihar, Kerala, Mysore and Punjab it is less than one per cent; in Punjab it is actually 0.12%.

In the population slab 1,000-1,499, there are in all 2,273 habitations without educational facility at the high school stage. These form only 0.29% of the total number of habitations in this slab. For reasons already stated, the number is considerably high in Bombay, there being 1,064 habitations forming 23.58% of the total number in the slab in that State. Similarly, a high percentage is noticed in Madhya Pradesh, though the number of habitations actually is far less viz. 389. There are none in the Punjab, Delhi and Himachal Pradesh. Only two are there in Jammu & Kashmir, 6 in Manipur, 8 in Tripura, 10 in Bihar, 22 in Kerala, 28 in Mysore, 40 in Rajasthan, 49 in Assam, 124 in Orissa, 134 in Uttar Pradesh, 135 in Madras and 262 in Andhra Pradesh.

From the population slab 'below 1 000', as already stated, there are 137,759 habitations of which 30,063 are from Bombay, 35,935 from Madhya Pradesh, 14,276 from Uttar Pradesh, 12,158 from Orissa, 8,542 from Andhra Pradesh, 7,940 from Jammu & Kashmir and 7,677 from Assam. The number from other States is comparatively smaller. There are none from Delhi, 335 from Punjab and 353 from Kerala. The average for the country as a whole comes to 17.51% of the habitations in the slab. The percentage to the total number of habitations in the slab itself is very high in Jammu & Kashmir (75.86%), Tripura (73.62%) and Manipur (66.40%). Next comes Bombay with 44.21%, Madhya Pradesh with 45.15% and Assam with 31.82%. In Orissa and Andhra Pradesh also it is considerably high, being 24.35% and 19.64% respectively. Leaving aside Delhi where there are none, the percentage is lowest in Punjab it being 1.37%. Next comes Bihar with 2.77% and the States of Kerala, Mysore, Rajasthan and Uttar Pradesh with a little over 6%.

It will thus be seen that in spite of all the efforts made, 16.8% of the total number of habitations remain outside the range of five miles from an existing or proposed high school. This, to a certain extent, is due to the peculiar position of most of these habitations. It is not possible to estimate correctly total effect of not accounting for habitations within five miles of the existing or proposed school but not served at the lower stage which have not been included by the Officers in Bombay and some other States. But it is felt from a few maps checked that the figures given by these States for habitations not served would have dwindled to at least half the size if the principles could have been correctly followed by them, and consequently causing a substantial fall in the total number of habitations that appear to be not served at the high school stage even at a distance of five miles.

The facts and figures so far presented indicate the extent to which the existing and proposed facility at the high school stage would go, but what is also useful is to find out the extent to which the existing facilities at the high school stage are utilised at present. The information collected in this respect is discussed in the next chapter.

Table No. 131—Rural Habitations to be served at the High School Stage by the Existing and Proposed Schools in them (After Planning Position)

States	No. & %	Population Slabs					Total	% to Total
		5,000	2,000	1,500	1,000	Below 1,000		
Andhra Pradesh	No. %	59 62.11	539 29.71	213 13.21	279 7.50	149 0.34	1,239 2.44	9.19
Assam	No. %	9 81.81	46 19.74	40 13.20	84 9.67	316 3.10	495 1.94	3.67
Bihar	No. %	27 48.21	277 23.36	176 12.50	268 6.93	662 0.64	1,410 1.28	10.45
Bombay	No. %	65 86.87	836 45.61	330 19.06	355 7.87	249 0.37	1,835 2.41	13.61
J. & K.	No. %	4 66.67	37 53.63	30 16.85	31 26.27	62 0.59	164 1.51	1.22
Kerala	No. %	34 40.48	315 20.79	140 10.05	154 7.08	125 2.28	768 7.20	5.69
Madhya Pradesh	No. %	10 66.67	250 60.68	136 26.98	226 13.66	438 0.55	1,060 1.29	7.86
Madras	No. %	39 49.37	218 19.43	95 8.69	96 3.41	159 0.34	607 1.17	4.50
Mysore	No. %	13 52.00	230 33.24	92 14.63	112 6.49	131 0.35	578 1.43	4.29
Orissa	No. %	6 75.00	81 44.26	103 17.58	58 7.83	216 0.43	464 0.90	3.44
Punjab	No. %	30 71.43	330 38.37	148 17.45	148 8.73	282 1.15	938 3.36	6.95
Rajasthan	No. %	7 87.50	288 68.57	171 37.58	237 19.70	334 0.75	1,037 2.21	7.69
Uttar Pradesh	No. %	32 72.73	418 36.32	283 21.62	487 12.25	1,428 0.62	2,648 1.12	19.63
Delhi	No. %	.. 0.00	6 31.58	4 20.00	4 10.00	3 1.43	17 5.88	0.13
Himachal Pradesh	No. %	.. 0.00	.. 0.00	.. 0.00	2 22.22	164 1.28	166 1.30	1.23
Manipur	No. %	.. 0.00	10 26.32	1 3.23	7 8.75	14 0.79	32 1.66	0.24
Tripura	No. %	1 100.00	3 18.75	3 20.00	7 10.77	15 0.29	29 0.59	0.21
TOTAL	No. %	336 60.76	3,884 33.59	1,965 16.22	2,555 8.73	4,747 0.60	13,487 1.61	100.00
% to TOTAL		2.49	28.80	14.57	18.94	35.20	100.00	

Table No. 132—Rural Habitations to be served at the High School Stage of the Existing and Proposed Schools in the neighbouring Habitations (After Planning Position)

States	No. & %	Population Slabs					Total	% to Total
		5,000	2,000	1,500	1,000	Below 1,000		
Andhra Pradesh	No. %	35 36.84	1,193 65.77	1,308 81.14	3,179 85.46	34,791 80.02	40,506 79.86	5.92
Assam	No. %	2 18.18	178 76.39	246 81.18	736 84.70	16,133 66.87	17,295 67.71	2.52
Bihar	No. %	29 51.79	906 76.39	1,228 87.22	3,588 92.81	99,792 96.59	1,05,543 96.09	15.40
Bombay	No. %	9 12.00	836 45.61	1,045 60.37	2,094 68.56	37,687 55.42	42,671 56.03	6.23
J. & K.	No. %	2 33.33	16 23.19	68 38.20	85 72.30	2,465 23.55	2,636 24.32	0.38
Kerala	No. %	50 59.52	1,119 79.14	1,248 89.59	1,999 91.91	5,015 91.30	9,511 89.22	1.39
Madhya Pradesh	No. %	4 26.67	119 28.88	300 59.52	1,040 62.84	43,219 54.30	44,682 54.37	6.52
Madras	No. %	40 50.63	892 79.50	965 88.29	2,588 91.81	40,744 87.16	45,249 87.22	6.60
Mysore	No. %	12 48.00	456 65.90	531 84.42	1,587 91.89	4,877 93.99	37,463 92.88	5.47
Orissa	No. %	2 25.00	85 46.45	447 76.28	559 75.44	37,556 75.22	38,649 75.12	5.64
Punjab	No. %	12 28.57	530 61.63	699 82.43	1,548 91.27	23,813 97.47	26,602 95.43	3.88
Rajasthan	No. %	1 12.50	129 30.71	278 61.20	926 76.97	41,550 92.86	42,884 91.57	6.26
Uttar Pradesh	No. %	12 27.27	708 61.51	990 75.63	3,354 84.38	2,13,372 93.14	2,18,436 92.73	31.87
Delhi	No. %	.. 0.00	13 68.42	16 80.00	36 90.00	207 90.57	272 94.12	0.04
Himachal Pradesh	No. %	.. 0.00	.. 0.00	.. 0.00	7 77.78	10,874 85.19	10,881 85.19	1.59
Manipur	No. %	4 100.00	27 71.05	27 87.10	67 32.81	582 32.81	707 36.69	0.10
Tripura	No. %	.. 0.00	11 68.75	11 73.33	50 76.92	1,328 26.08	1,400 26.98	0.20
TOTAL	No. %	214 38.70	7,298 63.11	9,407 77.65	24,443 83.51	6,44,025 81.88	6,85,387 81.59	100.00
% to TOTAL		0.03	1.06	1.37	3.57	93.97	100.00	

Table No. 133—Rural Habitations remaining without Educational Facility at the High School Stage either in the Habitation or in the neighbourhood (After Planning Position)

States	No. & %	Population Slabs					Total	% to Total
		5,000	2,000	1,500	1,000	Below 1,000		
Andhra Pardesh	No. 1 % 1.05	82 4.52	91 5.65	262 70.43	8,542 19.64	8,978 17.70	6.36	
Assam . . .	No. .. % 0.00	9 3.86	17 5.61	49 5.64	7,677 31.82	7,752 30.35	5.49	
Bihar . . .	No. .. % 0.00	3 0.25	4 0.28	10 0.26	2,866 2.77	2,883 2.62	2.04	
Bombay . . .	No. 1 % 1.33	161 8.78	356 20.57	1,064 23.58	30,063 44.21	31,645 41.56	22.42	
J. & K. . . .	No. .. % 0.00	16 23.19	80 44.94	2 1.69	7,940 75.86	8,038 74.16	5.69	
Kerala . . .	No. .. % 0.00	1 0.07	5 0.36	22 1.01	353 6.43	381 3.57	0.27	
Madhya Pradesh	No. 1 % 6.67	43 10.44	68 13.49	389 23.50	25,935 45.15	36,436 44.34	25.82	
Madras . . .	No. .. % 0.00	12 1.07	33 3.02	135 4.79	5,845 12.50	6,025 11.61	4.27	
Mysore . . .	No. .. % 0.00	6 0.87	6 0.95	28 1.62	2,256 6.05	2,296 5.69	1.63	
Orissa . . .	No. .. % 0.00	17 9.29	36 6.14	124 16.73	12,158 24.35	12,335 23.98	8.74	
Punjab . . .	No. .. % 0.00	.. 0.00	1 0.12	.. 0.00	335 1.37	336 1.21	0.24	
Rajasthan . .	No. .. % 0.00	3 0.71	6 1.32	40 3.33	2,860 6.39	2,909 6.21	2.06	
Uttar Pradesh .	No. .. % 0.00	25 2.17	36 2.75	134 33.71	14,276 6.23	14,471 6.14	10.25	
Delhi . . .	No. .. % 0.00	.. 0.00	.. 0.00	.. 0.00	.. 0.00	.. ..	..
Himachal Pradesh	No. .. % 0.00	.. 0.00	.. 0.00	.. 0.00	1,726 13.52	1,726 13.51	1.22	
Manipur . . .	No. .. % 0.00	1 2.63	3 9.68	6 7.50	1,178 66.40	1,188 61.65	0.84	
Tripura . . .	No. .. % 0.00	2 12.50	1 6.67	8 12.31	3,749 73.63	3,760 72.46	2.66	
TOTAL . . .	No. 3 % 0.54	381 3.29	713 6.13	2,273 0.29	1,37,759 17.51	1,41,159 16.80	100.00	
% to TOTAL . .		0.00	0.27	0.53	1.61	97.59	100.00	

Table No. 134. *Habitations (with percentage) with and without Educational Facility at the High School Stage as on 31-3-1957*
(After Planning position)

States	EXISTING POSITION								AFTER PLANNING POSITION							
	School in		School Near		Total Served		Without School		School in		School Near		Total Served		Without School	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Audhra Pradesh	379	0.75	17,746	35.18	18,225	35.93	32,498	64.07	1,239	2.44	40,506	79.86	41,745	82.30	8,978	17.70
Assam	285	1.12	11,264	44.10	11,549	45.22	13,993	54.78	495	1.94	17,295	67.71	17,790	69.65	7,752	3.35
Bihar	868	0.79	61,180	55.70	62,048	56.49	47,788	43.51	1,410	1.23	1,05,543	96.09	1,06,953	97.38	2,883	2.62
Bombay	293	0.38	15,008	19.71	15,301	20.09	60,850	79.91	1,835	2.41	42,671	56.03	44,506	58.44	31,645	41.56
J. & K.	86	0.79	1,333	12.30	1,419	13.09	9,419	86.91	164	1.51	4,636	24.32	2,800	25.84	8,038	74.16
Kerala	576	5.40	7,424	69.64	8,000	75.05	2,660	24.95	763	7.20	6,511	39.22	10,279	96.43	381	3.57
Madhya Pradesh	112	0.14	11,453	13.94	11,565	14.07	70,613	85.93	1,060	1.29	44,632	54.57	45,742	55.66	36,436	44.34
Madras	283	0.55	31,438	60.60	31,721	64.14	20,160	38.86	607	1.17	45,249	87.22	45,856	88.53	6,025	11.61
Mysore	147	0.36	20,663	51.23	20,810	51.59	19,527	48.41	578	1.43	37,463	92.88	38,041	94.31	2,296	5.69
Orissa	204	0.40	18,366	35.70	18,570	36.09	32,878	63.91	464	0.90	32,649	75.12	39,113	76.02	12,335	23.98
Punjab	578	2.07	18,606	66.75	19,184	68.82	8,692	31.18	938	3.36	26,602	95.43	27,540	98.79	336	1.21
Rajasthan	59	0.13	8,056	17.20	8,115	17.33	38,715	82.67	1,037	2.21	42,834	91.37	43,921	93.79	2,909	6.21
Uttar Pradesh	539	0.23	68,954	29.27	69,493	29.50	1,66,062	70.50	2,643	1.12	2,18,436	92.73	2,21,084	93.86	14,471	6.14
Delhi	12	4.15	223	77.16	235	81.31	54	18.69	17	5.88	272	94.12	289	100.00	..	..
Himachal Pradesh	37	0.29	3,939	30.84	3,976	31.13	8,797	68.87	166	1.30	10,381	35.19	11,047	86.49	1,726	13.51
Manipur	21	1.09	463	24.03	484	25.12	1,443	74.88	32	1.66	707	36.69	739	38.35	1,188	61.65
Tripura	21	0.40	837	16.13	858	16.53	4,331	83.47	29	0.56	1,400	26.98	1,429	27.54	3,760	72.4
TOTAL	4,500	0.54	2,97,053	35.36	3,01,553	35.90	5,38,480	64.10	13,487	1.61	6,85,387	81.59	6,98,874	83.20	1,41,159	16.8

Table No. 135. Habitations and Population served at the Middle School Stage (as on 31-3-1957)

States	Habitations with Schools					Population of Habitations with Schools				
	in them		in the neighbour- hood		Total	in them		in the neighbour- hood		Total
	No.	%	No.	%		Population	%	Population	%	
Andhra Pradesh	1,116	5·19	20,378	94·81	21,494	24,68,430	19·69	1,00,68,037	80·31	1,25,36,467
Assam	1,309	8·36	14,353	91·64	15,662	8,19,418	13·62	51,96,866	96·38	60,16,284
Bihar	3,294	4·30	73,343	95·70	76,137	24,51,109	9·43	2,35,43,116	90·57	2,59,94,225
Bombay	5,484	17·43	25,981	82·57	31,465	79,68,083	46·23	92,68,180	53·77	1,72,36,268
J. & K.	262	10·93	2,135	89·07	2,397	2,94,358	34·18	5,66,926	65·82	8,61,284
Kerala	1,941	21·00	7,302	79·00	9,243	38,76,736	41·59	54,45,538	58·41	93,22,274
Madhya Pradesh	1,388	5·46	24,010	94·54	25,398	22,09,247	25·01	66,23,620	74·99	88,32,767
Madras	1,782	4·77	35,589	95·23	37,371	32,10,583	17·69	1,49,42,345	82·31	1,81,52,928
Mysore	3,526	12·36	25,013	87·64	28,539	38,79,289	34·18	74,70,298	65·82	1,13,49,587
Orissa	778	3·71	20,220	96·29	20,998	7,26,693	11·68	54,92,887	88·32	62,19,580
Punjab	1,303	6·99	17,335	93·01	18,038	25,59,251	26·93	69,45,577	73·07	95,04,828
Rajasthan	714	4·98	13,616	95·02	14,330	12,92,853	33·93	25,17,884	66·07	38,10,737
Uttar Pradesh	3,008	2·67	1,09,753	97·33	1,12,761	33,99,323	13·81	2,12,22,620	86·19	2,46,21,943
Delhi	59	24·28	184	75·72	243	85,805	47·23	95,856	52·77	1,81,661
Himachal Pradesh	152	2·72	5,439	97·28	5,591	38,580	7·47	4,77,948	92·53	5,16,528
Manipur	75	11·61	571	88·39	546	1,18,619	27·97	3,05,424	72·03	4,24,043
Tripura	76	5·44	1,320	94·56	1,396	62,185	16·34	3,18,427	83·66	3,80,612
TOTAL	26,267	6·21	3,96,542	93·79	4,22,809	3,54,60,562	22·74	12,05,01,449	77·26	15,59,62,011

Table No. 136. Number of Local and Non-Local Pupils enrolled at the Middle School Stage (as on 31-3-1957)

States	Local			Non-local			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	71,749	19,093	90,842	39,559	4,820	44,379	1,11,308	23,913	1,35,221
Assam	53,900	14,161	68,061	46,755	9,191	55,946	1,00,655	23,352	1,24,007
Bihar	63,618	14,659	78,277	1,63,565	1,364	1,64,929	2,27,183	16,023	2,43,206
Bombay	2,70,105	63,539	3,33,644	97,627	6,192	1,03,819	3,67,732	69,731	4,37,463
J. & K.	14,244	3,835	18,079	11,129	348	11,477	25,373	4,183	29,556
Kerala	1,36,456	88,447	2,24,903	88,713	59,813	1,48,526	2,25,169	1,48,260	3,73,429
Madhya Pradesh	61,447	5,626	67,073	40,057	315	40,372	1,01,504	5,941	1,07,445
Madras	1,01,770	40,215	1,41,985	64,233	12,595	76,828	1,66,003	52,810	2,18,813
Mysore	80,780	21,373	1,02,153	53,982	7,527	61,509	1,34,762	28,900	1,63,662
Orissa	22,225	2,198	24,423	25,612	2,513	28,125	47,837	4,711	52,548
Punjab	72,907	7,655	80,562	89,017	2,862	91,879	1,61,924	10,517	1,72,441
Rajasthan	35,309	966	36,275	47,541	153	47,694	52,850	1,119	53,969
Uttar Pradesh	61,101	4,710	65,811	2,60,494	2,571	2,63,065	3,21,595	7,281	3,28,876
Delhi	3,327	499	3,826	4,388	172	4,560	7,715	671	8,386
Himachal Pradesh	435	448	1,883	6,729	302	7,031	8,164	750	8,914
Manipur	4,337	1,261	5,598	5,317	529	5,846	9,654	1,790	11,444
Tripura	2,244	808	3,052	2,877	545	3,422	5,121	1,353	6,474
TOTAL	10,56,954	2,89,493	13,46,447	10,17,595	1,11,812	11,29,407	20,74,549	4,01,305	24,75,854

Table No. 137. Percentage of Local and Non-Local Boys and Girls enrolled (i) to total number of Boys and Girls enrolled (ii) to total number of Pupils enrolled and Percentage of Pupils enrolled to total Population

States	Percentage of Boys and Girls (Pupils) to Total Number of Boys and Girls						Percentage of Boys and Girls (Pupils)				P.C. of Pupils to Total Population Served		
	Local			Non-local			P. C. to Total		Local			Non-local	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Boys	Girls		Boys	Girls
Andhra Pradesh .	64·46	79·84	67·18	35·54	20·16	32·82	82·32	17·68	78·98	21·02	89·14	10·86	1·08
Assam	53·55	60·64	54·88	46·45	39·36	45·12	81·17	18·83	79·19	20·81	83·57	16·43	2·06
Bihar	28·00	91·49	32·19	72·00	8·51	67·81	93·41	6·59	81·27	18·73	99·17	0·83	0·94
Bombay	73·45	91·12	76·27	26·55	8·88	23·73	84·06	15·94	80·96	19·04	94·04	5·96	2·54
J. & K.	56·14	91·68	61·17	43·86	8·32	38·83	85·85	14·15	78·79	21·21	96·97	3·03	3·43
Kerala	60·60	59·66	60·23	39·40	40·34	39·77	60·30	39·70	60·67	39·33	59·73	40·27	4·01
Madhya Pradesh .	60·54	94·70	52·43	39·46	5·30	37·57	94·47	5·53	91·61	8·39	99·22	0·78	1·22
Madras	61·31	76·15	64·89	38·69	23·85	35·11	75·87	24·13	71·68	28·32	83·61	16·39	1·21
Mysore	59·94	73·96	62·42	40·06	26·04	37·58	82·34	17·66	79·08	20·92	87·76	12·24	1·44
Orissa	46·46	46·66	46·48	53·54	53·34	53·52	91·03	8·97	91·00	9·00	91·06	8·94	0·81
Punjab	45·03	72·79	46·72	54·97	27·21	53·28	93·90	6·10	90·50	9·50	96·89	3·11	1·84
Rajasthan	66·81	86·33	67·21	33·19	13·07	32·79	97·93	2·07	97·34	2·66	99·14	0·86	1·42
Uttar Pradesh . .	19·00	64·69	20·01	81·00	35·31	79·99	97·79	2·21	92·84	7·16	99·02	0·98	1·34
Delhi	43·12	74·37	45·62	56·88	25·63	54·38	92·00	8·00	86·96	13·04	96·23	3·77	4·62
Himachal Pradesh	17·58	59·73	21·12	82·42	40·27	78·88	91·59	8·41	76·21	23·79	95·70	4·30	1·73
Manipur	44·92	70·45	48·92	55·08	29·55	51·08	84·36	15·64	77·47	22·53	90·95	9·05	2·70
Tripura	43·82	59·72	47·14	56·18	40·28	52·86	79·10	20·90	73·53	26·47	84·07	15·93	1·70
TOTAL	50·95	72·14	54·38	49·05	27·86	45·62	83·79	16·21	78·50	21·50	90·10	9·90	1·59

Table No. 138. Number of Schools, Number of Teachers and Accommodation at the Middle School Stage

States	Number of Middle Schools			P.C. of Boys and Girls, Schools to Total		Average No. of Schools per 100 Hab. (in them)	Average No. of Hab. per School (Total Served)	Average No. of Hab. per School (Near)	Teachers			P/T Ratio	Floor Area in sq. feet	Floor Space per Child
	Boys	Girls	Total	Boys	Girls				Men	Women	Total			
Andhra Pradesh	1,171	5	1,176	99.57	0.43	105	18	17	5,655	232	5,887	23	14,27,722	11
Assam	1,424	103	1,527	93.25	6.75	117	10	9	5,414	478	5,892	21	..	..
Bihar	..	..	3,386	..	..	103	23	22	..	..	14,630	17	..	..
Bombay	9,781	367	10,148	96.38	3.62	185	3	3	22,475	1,763	24,238	18	82,80,165	19
J. & K.	269	45	314	85.67	14.33	120	8	7	1,269	170	1,439	21	3,45,710	12
Kerala	2,089	..	2,089	100.00	..	108	4	3	11,428	5,040	16,468	23	50,43,167	14
Madhya Pr.	1,410	61	1,471	95.85	4.15	106	17	16	6,550	167	6,717	16	15,13,015	14
Madras	1,873	6	1,879	99.68	0.32	105	20	19	10,344	2,599	12,943	17	..	..
Mysore	3,668	149	3,817	96.10	3.90	108	8	7	6,469	409	6,878	24	..	..
Orissa	752	26	778	96.66	3.34	100	27	26	2,990	90	3,080	17	7,22,620	14
Punjab	1,307	149	1,456	89.77	10.23	112	13	12	5,976	400	6,376	27	21,27,813	12
Rajasthan	714	14	728	98.08	1.92	102	20	19	4,086	57	4,143	13	4,37,348	8
Uttar Pradesh	3,187	159	3,346	95.25	4.75	111	34	33	14,152	505	14,657	22	53,55,901	16
Delhi	58	11	69	84.06	15.94	117	4	3	..	..	290	29	..	..
Himachal Pr.	150	4	154	97.40	2.60	101	36	35	630	30	668	13	1,38,851	16
Manipur	77	7	84	91.67	8.33	112	8	7	430	17	447	26	1,52,310	13
Tripura	77	9	86	89.53	10.47	113	16	15	309	30	339	19	74,912	12
TOTAL	31,393	1,115	32,508	..	..	124	13	12	98,177	11,987	1,25,092	20		

Table No. 139. Number of Habitations and Population served at the High School Stage (as on 31-3-1957)

States	Habitations Served					Population Served				
	In	%	Near	%	Total	In	%	Near	%	Total
Andhra Pradesh	379	2.08	17,846	97.92	18,225	12,85,003	11.66	97,38,125	38.34	1,10,23,128
Assam	285	2.47	11,264	97.53	11,549	2,81,375	6.56	40,07,052	93.44	42,88,427
Bihar	868	1.40	61,180	98.60	62,048	11,77,712	5.25	2,12,59,961	94.75	2,24,37,673
Bombay	293	1.91	15,008	98.09	15,301	7,93,410	9.43	76,18,043	90.57	84,11,453
J. & K.	86	6.06	1,333	93.94	1,419	1,27,985	14.21	7,72,715	85.79	9,00,700
Kerala	576	7.29	7,424	92.80	8,000	13,80,742	15.52	75,14,797	84.48	88,95,539
Madhya Pradesh	112	0.97	11,453	99.03	11,565	3,13,788	8.03	35,95,076	91.97	39,08,864
Madras	283	0.89	31,438	99.11	31,721	7,18,604	4.73	1,44,58,230	95.27	1,51,76,834
Mysore	147	0.71	20,653	99.29	20,810	2,84,222	3.61	75,95,468	96.39	78,79,690
Orissa	204	1.10	18,366	98.90	18,570	2,83,572	5.18	51,93,925	94.82	54,77,497
Punjab	578	3.01	18,606	96.99	19,184	14,95,300	15.28	82,90,052	84.72	97,85,352
Rajasthan	59	0.73	8,056	99.27	8,115	1,55,798	19.70	6,34,884	80.30	7,90,682
Uttar Pradesh	539	0.78	68,954	99.22	69,493	7,30,717	6.22	1,10,11,942	93.78	1,17,42,659
Delhi	12	5.11	223	94.89	235	22,519	11.87	1,67,147	88.13	1,89,966
Himachal Pradesh	37	0.93	3,939	99.07	3,976	12,659	5.04	2,38,567	94.96	2,51,226
Manipur	21	4.34	463	95.66	484	27,621	9.23	2,71,737	90.77	29,93,358
Tripura	21	2.45	837	97.55	858	25,044	8.05	2,86,069	91.95	3,11,113
TOTAL	4,500	1.49	2,97,053	98.51	3,01,553	91,16,071	8.16	10,26,53,790	91.84	11,17,69,861

CHAPTER 41

Scholars in Rural High Schools

1. *The Habitations Served.*—Institutions providing education at the high school stage in rural areas were located in 4,500 habitations, of which 868 were in Bihar, 578 in Punjab, 576 in Kerala, 539 in Uttar Pradesh, 379 in Andhra Pradesh, 293 in Bombay, 285 in Assam and 283 in Madras.

The schools in these habitations serve 2,97,053 habitations within a radius of about five miles. Of these, the largest number, *viz.*, 68,954 were in Uttar Pradesh and next in order came Bihar with 61,180, Madras with 31,438, Punjab with 18,606, Orissa with 18,366, Andhra Pradesh with 17,846 and Bombay with 15,008. The number in Bombay is comparatively very small as the State Special Officer did not include the habitations falling within the five miles range, but not served at the primary or middle school stage as also habitations served by high schools in urban areas.

Comparing the number of habitations having schools in them with the number of habitations served, it is found that, of the 100 habitations served at the high school stage, 1.49 have schools in them and 98.51 are served by others. The proportion varies from State to State, the number of habitations having school in them being smallest in Mysore, it being 0.71% and those served coming, therefore, as 99.29%. Other States with this percentage of less than one are Madhya Pradesh, Madras, Mysore, Rajasthan, Uttar Pradesh and Himachal Pradesh. Evidently, therefore, the percentage of habitations served by other habitations is more than 99% in the case of these States. Proportionately the larger number of habitations having high schools in them are in Kerala, where 7.2% of the total number of habitations served at the high school stage have schools in them and the remaining 92.8% are served by them. This percentage falls to 6.06% in Jammu & Kashmir, 5.11% in Delhi, and 4.34% in Manipur. Thus in all 3,01,553 habitations were served at the high school stage. Of these, 69,493 were from Uttar Pradesh and 62,048 from Bihar.

2. *The Population Served.*—The 4,500 habitations serve a population of 91,16,071. Of these, a comparatively larger number is found in Punjab, there being 14.9 lakhs. Next come Kerala with 13.8 lakhs, Andhra Pradesh with 12.8 lakhs and Bihar with 11.8 lakhs.

The population of 2,97,053 habitations having the facility in the vicinity was 10,26,53,790. Of these 110.1 lakhs were from Uttar Pradesh, 144.5 lakhs from Madras, 213 lakhs from Bihar, 97.4 lakhs from Andhra Pradesh, 82.9 lakhs from Punjab and 76.2 lakhs from Bombay.

Comparing the population having the facility in the habitation with those having it in the neighbourhood, it is noticed that, of the total population having the educational facility at the high school stage, 8.16% have it in the habitation itself while 91.84% have it in the adjoining habitation. The proportion varies from State to State. The population having facility in the habitation itself is lowest in the

State of Mysore, it being only 3.61%, the remaining 96.39% having it in the neighbourhood. On the other hand, in Rajasthan, of the total population served 19.70% had the facility in the habitation itself. Next to Rajasthan comes Kerala with 15.52% and Punjab with 15.28%.

3. *The Number of High Schools.*—In the 4,500 habitations, there were 4,956 schools. Of these, 884 were in Bihar, 610 in Bombay, 603 in Kerala, 601 in the Punjab, 558 in Uttar Pradesh and 376 in Andhra Pradesh. In Rajasthan there were only 60, in Himachal Pradesh 37, Manipur 22 and Tripura 21.

4. *The Number of Girls' Schools.*—Of the 4,956 schools, only 59 were purely girls' schools. Of these, 17 were in the Punjab, 15 in Jammu & Kashmir, 11 in Assam, 5 in Madras, 3 each in Mysore and Uttar Pradesh and one each in Andhra Pradesh, Bombay and Rajasthan.

5. *Local and Non-local Pupils Enrolled.*—In these high schools, 8,42,367 pupils were enrolled. Of these, 1.67 lakhs were from Bihar, 1.60 lakhs from Kerala and 1.23 lakhs from Uttar Pradesh. From Rajasthan, there were only 6,804. Of the 8.42 lakhs, 3,45,726 were local and 4,96,641 non-local. Amongst the local children, a comparatively large number was found in Kerala, there being 89,441. In Assam the number was 39,443 and Bihar 44,301. Amongst the non-local pupils, 1,23,064 were from Bihar, 1,01,105 from Uttar Pradesh, and 71,434 were from Kerala.

6. *Local and Non-local Girls Enrolled.*—Of the 3,45,726 local children, 2,85,466 were boys and 60,260 were girls, while of the 4,96,641 non-local, 37,726 were girls. The number of local girls was quite high in Kerala, there being 32,409. Next comes Assam with 6,035. In Bombay there were 4,321 and in Madras 4,077.

Amongst the non-local girls, the largest number again is in Kerala, there being 23,610. Next in order comes Madras with 3,749, Orissa with 2,650 and Assam with 2,151.

7. *The Percentage of Local and Non-local Girls.*—As in the case of middle schools, what is more significant here is to find out the percentage of girls enrolled to the total as also the percentage of local and non-local girls to the total number of local and non-local children respectively. Considered from this point, it is found that, of the total number of pupils enrolled, 88.37% were boys and 11.63% girls. The percentage of girls was far higher in Kerala, it being 34.82 against 65.18% boys. Next higher was noticeable in Madras, it being 15.56%. In Assam, it was 12.67%, Mysore 12.51% and Bombay 9.56%. Madhya Pradesh had 9.53% and Andhra Pradesh 9.30%. A very low percentage was noticed in Delhi, it being 0.44 and in Uttar Pradesh 0.80. In Rajasthan it was 1.16%.

Comparing the local and non-local boys with the total number of boys enrolled, it is found that 38.35% are local and 61.65% are non-local. The percentage of local boys is comparatively very high in the States of Kerala (54.39), Assam (59.20), and Andhra Pradesh (51.63). On the other hand, it is very low in Uttar Pradesh, it being only 17.48%. In Bihar, it is 25.31% and in Himachal Pradesh 15.68%.

As regards girls, of the total enrolled, 61.5% are local and 38.5% non-local. The percentage of local girls is very high in Bihar, it being 95.2%. In Madhya Pradesh, it is 82.39%, in Delhi it is 87.5% and in Bombay 78.8%. The percentage of non-local girls is comparatively higher in Manipur, it being 50.88%. In Orissa, it is 62.51% and Madras 47.9%.

With the help of Form No. 5, an attempt was made to find out how many among the local and non-local children were purely local, how many stayed with their relations or friends in the school habitation and how many stayed in the hostel and the number of pupils who were actually walking or cycling daily to the school. Though Form No. 5 has been filled in for schools in all the States, the district and State-wise abstracts for the same in regard to the information required by this Form has not been prepared by the officers in the States of Assam, Bihar, Jammu & Kashmir, Kerala, Madras, Orissa, Rajasthan, Himachal Pradesh and Tripura, and as such, it was humanly impossible to compile the totals and averages for these States from the original records, and hence only cases where the State totals were available are discussed below. It may be mentioned here that in the States of Andhra Pradesh, Bombay, Punjab and Manipur, the number of local pupils given by Form 5 and Form 7A slightly differ due to various reasons. In Andhra Pradesh and Punjab, it is slightly higher while in Bombay and Manipur it is slightly lower. It is not possible to enter in this report into the details of these variations and the justifications for the same. The figures as given broadly indicate the general trends in regard to the non-local children in the different States.

In Andhra Pradesh, of the total number of boys enrolled, 4.87% of the boys and 7.82% of the girls stay in hostels, giving a total of 5.83% for hostel residents. 9.28% of the boys and 8.43% of the girls together forming 9.15% of the total number of pupils stay with their relations or friends. Thus, of every 100 children enrolled at the high school stage, 72.74, whether they are actually local or non-local, reside for purposes of education in the high school habitation itself. If the number of boys and girls is compared separately with the total number of boys and girls enrolled, it comes to be 70.45% and 85.23% respectively, and 29.5% of the boys and 14.77% of the girls, that is, in all, 27.26% of the total number of pupils enrolled were found to be walking or cycling.

In Bombay, the percentage of pupils in hostels was 8.81%, that of the boys being 9.71% and girls 2.81%. 6.06% of the total number of pupils were staying with others, the percentage for boys and girls to their totals being 6.40% and 3.79% respectively. Thus in all 64.56% of the total number of pupils, whether local or non-local, were actually residing in the school habitation, the percentage for boys being 62.32 and that of girls 79.56. The remaining 34.44% of the pupils were actually walking or cycling to the school.

In Madhya Pradesh 10.24% of the total number of pupils are staying in the hostels. The percentage of boys comes to 11.29 and that for girls 0.26 to their respective totals. 16.72% of the pupils stay with their relations or friends, the percentage for boys being 17.63 and that for girls 8.13, making thus a total of 80.37% staying in the

school habitation, the percentage for boys being 79.27 and for girls 90.78. As a result of this, only 19.63% of the pupils have to walk or cycle up from the neighbouring habitations. The percentage of boys to the total number of boys is 20.73 and that of girls is 9.22.

In Mysore, 27.28% of the pupils have to walk or cycle to the high school, the percentage for boys being 38.84 and for the girls 26.34. Of the total, 10.43% stay in the hostels (11.36% boys and 4.34% girls) and 11.88% stay with others. (12.52% boys and 6.95% girls).

In the Punjab, the percentage of children walking or cycling is much higher than in any of the four States just mentioned, it being 53.58%. (54.63% for boys and 24.81% for girls). The percentage for students staying in the hostels is however, very meagre, it being only 1.65 (1.68% for boys and 0.84% for girls). The number staying with others also is not very large, the total being only 2.15%. The percentage for boys is 2.19 and that for girls is 0.84.

The percentage of children walking or cycling to school is still higher in Delhi, it being 69.18% (69.43% for boys and 12.50% for girls.) The percentage for children staying with others is nil and that for boys staying in hostels only 4.11.

In Uttar Pradesh, the percentage of children walking or cycling to the high school is still higher, it being 71.61% (72.05% for boys and 24.92% for girls). Only 2.21% of the boys are in hostels and 8.16% of boys and 4.15% of girls, making a total of 8.13% stay with others.

In Manipur, 49.84% of the children walk or cycle up daily to school. This is the result of 54.74% boys and 35.06% girls doing so daily. 6.2% of the boys and 8.23% of the girls, that is in all 6.30% of the total pupils stay in hostels, while 5.99% of the boys and 10.82% of the girls, that is in all 6.27% of the total pupils stay with others.

8. *Teachers at the High School Stage.*—In these schools, there were in all 45,608 teachers. Of these, 7,277 were in Bihar, 7,800 in Uttar Pradesh and 8,587 in Kerala. Besides the Union Territories, a very smaller number was noticeable in Rajasthan, there being 560 and in Jammu & Kashmir, there being 672. In Madhya Pradesh, there were only 813.

Of these teachers, 3,613 were women. The major portion of this is from Kerala, there being 2,724. From Bombay there were 221, from Madras 213 and Andhra Pradesh 101. The number of lady teachers from Bihar and Orissa was not known. All the teachers there, for the purpose of totals, were treated as males.

Turning to the teacher-pupil ratio, it comes to 19 in the country as a whole, varying from 23 in Orissa and Assam to 12 in Rajasthan. In Tripura, it was 13, in Madras and Himachal Pradesh 14, Andhra Pradesh and Jammu & Kashmir 15, Bombay and Uttar Pradesh 16, Mysore 17, Kerala and Punjab 19, Delhi, Madhya Pradesh and Bihar 20, Manipur 21 and Assam and Orissa 23.

Table No. 140. Percentage of Local and Non-Local Boys and Girls to the total enrolled (High School Stage)

States	Scholars								
	Local			Non-Local			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	26,744	3,568	30,312	25,051	1,741	26,792	51,795	5,309	57,104
Assam	33,408	6,035	39,443	23,021	2,151	25,172	56,429	8,186	64,615
Bihar	41,654	2,647	44,301	1,22,931	133	1,23,064	1,64,585	2,780	1,67,365
Bombay	24,749	4,321	27,070	27,119	1,162	28,281	51,868	5,483	57,351
J. & K.	4,786	371	5,157	4,902	113	5,015	9,688	484	10,172
Kerala	57,032	32,409	89,441	47,824	23,610	71,434	1,04,856	56,019	1,60,875
Madhya Pradesh	7,462	1,287	8,749	7,360	275	7,635	14,822	1,562	16,384
Madras	16,908	4,077	20,985	25,569	3,749	29,318	42,477	7,826	50,303
Mysore	5,879	1,409	7,288	9,920	850	10,770	15,799	2,259	18,058
Orissa	19,937	1,589	21,526	22,815	2,650	25,465	42,752	4,239	46,991
Punjab	19,289	1,451	20,740	31,784	765	32,549	51,073	2,216	53,289
Rajasthan	3,250	57	3,307	3,475	22	3,497	6,725	79	6,804
Uttar Pradesh	2,13,57	700	22,057	1,00,818	287	1,01,105	1,22,175	987	1,23,162
Delhi	481	7	488	1,338	1	1,339	1,819	8	1,827
Himachal Pradesh	335	56	391	1,802	36	11,838	2,137	92	2,229
Manipur	1,697	139	1,836	2,486	144	2,630	4,183	283	4,466
Tripura	498	137	635	700	37	737	1,198	174	1,372
TOTAL	2,85,466	60,260	3,45,726	4,58,915	37,726	4,96,641	7,44,381	97,986	8,42,367

Table No. 141. Percentage of Local and Non-Local Boys and Girls to the total enrolled (High School Stage)

States	Local			Non-Local			Total	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
Andhra Pradesh	51·63	67·21	53·08	48·37	32·79	46·92	90·70	9·30
Assam	59·20	73·72	61·04	40·80	26·28	38·96	87·33	12·67
Bihar	23·51	95·22	26·47	74·69	4·78	73·53	98·34	1·66
Bombay	47·72	78·81	50·69	52·28	21·19	49·31	90·44	9·56
J. & K.	49·40	76·65	50·70	50·60	23·35	49·30	95·24	4·76
Kerala	54·39	57·85	55·97	45·61	42·15	44·03	65·18	34·82
Madhya Pradesh	50·34	82·39	53·40	49·66	17·61	46·60	90·47	9·53
Madras	39·81	52·10	41·72	60·19	47·90	58·28	84·44	15·56
Mysore	37·21	62·37	40·36	62·79	37·63	59·64	87·49	12·51
Orissa	46·63	37·49	45·81	53·37	62·51	54·19	90·98	9·02
Punjab	37·77	65·48	38·92	62·23	34·52	61·08	95·84	4·16
Rajasthan	48·33	72·15	48·60	51·67	27·85	51·40	98·84	1·16
Uttar Pradesh	17·48	70·92	17·91	82·52	29·08	82·09	99·20	0·80
Delhi	26·44	87·50	26·71	73·66	12·50	73·29	99·56	0·44
Himachal Pradesh	15·68	70·87	17·54	84·32	39·13	82·46	95·87	4·13
Manipur	40·57	49·12	41·11	59·43	50·88	58·89	93·66	6·34
Tripura	41·57	78·74	46·28	58·43	21·26	53·72	87·32	12·68
TOTAL	38·35	61·50	41·04	61·65	38·50	58·96	88·37	11·63

Table No. 142. Number of Schools, Number of Teachers and Accommodation at the High School Stage

States	Schools			Teachers			Pupil/ Teacher Ratio	Number of Class Rooms	Total Space in sq. ft.	Space per Child (sq. ft.)
	Boys	Girls	Total	Men	Women	Total				
Andhra Pradesh	375	1	376	3,600	101	3,701	15	2,905	11,76,306	21
Assam	285	11	296	2,726	89	2,815	23	..	..	..
Bihar	884	..	884	7,277	..	7,277	20	..	..	..
Bombay	609	1	610	3,276	221	3,497	16	2,695	10,08,014	18
J. & K.	81	15	96	636	36	672	15	660	1,84,512	18
Kerala	603	..	603	5,863	2,724	8,587	19	6,135	26,79,494	17
Madhya Pradesh	112	..	112	786	27	813	20	688	7,32,970	45
Madras	282	5	287	3,263	213	3,476	14	..	..	..
Mysore	147	3	150	1,032	38	1,070	17	1,105	4,20,126	23
Orissa	231	..	231	2,015	..	2,015	23	2,098	7,02,436	15
Punjab	584	17	601	2,666	90	2,756	19	2,231	9,92,530	19
Rajasthan	59	1	60	551	9	560	12	491	1,04,903	15
Uttar Pradesh	555	3	558	7,745	55	7,800	16	7,672	31,35,552	25
Delhi	12	..	12	90	..	90	20	151	54,398	30
Himachal Pradesh	37	..	37	161	1	162	14	146	38,712	17
Manipur	22	..	22	208	2	210	21	156	57,367	13
Tripura	19	2	21	100	7	107	13	83	26,593	19
TOTAL	4,897	59	4,956	41,995	3,613	45,608	19			

Table No. 68. Schools and Scholars in Urban Areas—Primary School Stage

States	Schools			Scholars			Percentage of Scholars to Total		Percentage of Scholars to Urban Population		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Boys	Girls	Total
Andhra Pradesh	2,704	361	3,065	3,24,149	2,17,374	5,41,523	59·86	40·14	11·73	7·97	9·86
Assam	227	90	317	26,404	21,230	47,634	55·43	44·57	10·48	12·34	11·24
Bihar	1,930	..	1,930	1,44,715	32,653	1,77,368	81·59	18·41	10·14	2·72	6·74
Bombay	3,528	1,295	4,823	8,38,347	5,40,340	13,78,687	60·81	39·19	11·34	8·67	10·12
J. & K.	166	..	166	14,238	8,450	22,688	62·76	37·24	6·47	4·73	5·69
Kerala	490	..	490	1,00,630	90,310	1,90,940	52·70	47·30	15·99	14·50	15·25
Madhya Pradesh	1,214	475	1,689	2,09,654	93,882	3,03,536	69·07	30·93	12·70	6·27	9·64
Madras	2,747	59	2,806	4,39,482	3,29,471	7,68,953	57·15	42·85	11·91	9·06	10·50
Mysore	1,885	654	2,539	2,45,071	1,81,303	4,26,374	57·48	42·52	10·76	8·45	9·64
Orissa	373	53	426	28,771	12,181	40,952	70·26	29·74	9·11	4·38	6·89
Punjab	719	460	1,179	1,93,902	1,28,617	3,22,519	60·12	39·88	10·87	8·89	9·98
Rajasthan	899	341	1,240	1,31,660	55,509	1,87,169	70·34	29·66	8·60	3·91	6·35
Uttar Pradesh	3,199	1,224	4,423	1,46,698	2,73,600	1,73,298	34·22	15·78	30·89	7·05	20·15
Delhi	181	109	290	1,00,733	76,013	1,76,746	56·99	43·01	11·93	11·94	11·93
Himachal Pradesh	23	11	34	4,429	2,936	7,365	60·14	39·80	17·93	15·66	16·90
Manipur	6	..	6	231	202	433	53·35	46·65	4·67	6·45	5·36
Tripura	28	..	28	3,597	2,651	6,248	57·57	42·43	12·70	11·20	12·02
TOTAL	20,319	5,132	25,451	42,66,711	20,56,722	63,33,433	67·37	32·63	14·43	7·91	11·37

Table No. 69. Schools and Scholars in Urban Areas—Middle School Stage

States	Schools			Scholars			Percentage to Total Scholars		Percentage of Scholars to Urban Population		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Boys	Girls	Total
Andhra Pradesh	633	117	750	1,53,554	47,315	2,00,869	76.44	23.56	5.56	1.73	3.66
Assam	104	57	161	19,877	11,381	31,258	63.59	36.41	7.89	6.62	7.38
Bihar	463	..	463	49,771	6,646	56,417	88.22	11.78	3.49	0.55	2.14
Bombay	2,408	864	3,272	3,97,415	1,92,198	5,98,613	67.40	32.60	5.38	3.09	4.33
J. & K.	60	..	60	7,656	4,728	12,384	61.82	38.18	3.48	2.65	3.11
Kerala	260	..	260	41,708	32,062	73,770	56.54	43.46	6.63	5.15	5.89
Madhya Pradesh	394	203	597	1,38,257	28,928	1,67,185	82.70	17.30	8.37	1.93	5.31
Madras	972	143	1,115	1,91,676	98,734	2,90,410	66.00	34.00	5.20	2.71	3.96
Mysore	877	396	1,273	1,33,316	61,590	1,94,906	68.40	31.60	5.85	2.87	4.41
Orissa	24	25	49	4,899	2,932	7,831	62.56	37.44	1.55	1.05	1.32
Punjab	433	301	734	1,34,655	48,038	1,82,693	73.71	26.29	7.55	3.32	5.66
Rajasthan	415	168	583	71,443	15,456	86,899	82.21	17.79	4.67	1.09	2.95
Uttar Pradesh	1,241	573	1,814	2,21,049	67,540	2,88,689	76.60	23.40	4.67	1.74	3.35
Delhi	25	33	58	40,007	24,835	64,842	61.70	31.30	4.74	3.90	4.38
Himachal Pradesh	12	10	22	2,435	964	3,399	71.64	29.38	9.86	5.11	7.80
Manipur	8	..	8	808	513	1,321	61.17	38.83	16.32	16.38	16.35
Tripura	9	2	11	1,712	915	2,627	65.17	34.83	6.04	3.87	5.05
TOTAL	8,338	2,892	11,230	16,10,238	6,44,775	22,55,013	71.41	28.59	5.45	2.45	4.05

Table No. 70. School and Scholars in Urban Areas—High School Stage

States	Schools			Scholars			Percentage to Total		Percentage of Scholars to Urban Population		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Boys	Girls	Total
Andhra Pradesh . .	371	80	451	1,12,710	20,925	1,33,635	84·34	15·66	4·08	0·77	2·43
Assam	80	35	115	26,036	9,524	35,560	73·22	26·78	10·34	5·54	8·39
Bihar	268	..	268	81,389	6,080	87,469	93·05	6·95	5·70	0·51	3·33
Bombay	1,223	209	1,432	3,20,542	93,623	4,14,165	77·39	22·61	4·34	1·50	3·04
J. & K.	50	..	50	11,117	7,461	18,478	59·84	40·16	5·05	4·18	4·66
Kerala	147	..	147	28,621	18,931	47,552	60·19	39·81	4·55	3·04	3·80
Madhya Pradesh . .	253	72	325	48,189	8,044	56,233	85·70	14·30	2·92	0·54	1·79
Madras	381	117	498	1,67,060	54,804	2,21,864	75·30	24·70	4·53	1·51	3·03
Mysore	343	88	431	1,01,332	26,990	1,28,322	78·97	21·03	4·45	1·26	2·90
Orissa	61	13	74	21,359	4,055	25,414	84·04	15·96	6·76	1·46	4·28
Punjab	382	170	552	64,496	14,935	79,431	81·20	18·80	3·62	1·03	2·46
Rajasthan	246	26	272	32,301	4,225	36,526	88·43	11·57	2·11	0·30	1·24
Uttar Pradesh . . .	727	214	941	2,28,124	31,475	2,57,599	87·78	12·22	4·78	0·81	2·99
Delhi	102	61	163	18,744	9,362	28,106	66·69	33·31	2·22	1·47	1·90
Himachal Pradesh .	10	5	15	1,538	311	1,849	83·18	16·82	6·23	1·65	4·24
Manipur	6	..	6	2,282	446	2,728	83·65	16·35	46·10	14·24	33·76
Tripura	6	2	8	955	355	1,310	72·90	27·10	3·37	1·50	2·52
TOTAL	4,656	1,092	5,748	12,64,795	3,11,546	15,76,341	80·24	19·76	4·28	1·19	2·83

9. *Accommodation*.—Figures for accommodation were not available from Assam, Bihar and Madras. From the figures available from the other States, it is found that the space per child varies from about 45 sq. ft. in Madhya Pradesh to 13 sq. ft. in Manipur. In Delhi, according to the figures given it is 30 sq. ft. per child, in Mysore 23 sq. ft., in Uttar Pradesh 25 sq. ft. and in Andhra Pradesh 21 sq. ft. In Orissa and Rajasthan it is only 15 sq. ft. and in Kerala and Himachal Pradesh 17 sq. ft. Bombay and Jammu & Kashmir give a figure of 18 sq. ft. and Punjab and Tripura 19 sq. ft. per child.

Having seen the position in regard to the provision of existing facilities at the primary, middle and high school stages in the rural areas, in the next chapter are given the figures regarding the provision of facilities at these three stages in urban areas.

CHAPTER 42

Education in Urban Areas

1. *The Urban Schools.*—The Survey was mainly concerned with delimitation of rural school areas, but in grouping the rural habitations for purposes of educational facility, some of them had to be tagged on to the urban habitations and these have been included in the total number of group schools. The children enrolled in the urban schools, though most of them are from the urban areas themselves, some are from the rural areas. Though detailed information regarding the number of rural children in urban areas was not obtained, information regarding the total number of boys' and girls' schools at each stage and the total number of boys and girls attending them was collected in Form No. 6.

2. *The Urban Primary Schools.*—On the 31st of March, 1957, provision of education at the primary school stage was available in 25,451 institutions in urban areas. Of these, 4,823 were in Bombay, 4,423 in Uttar Pradesh, 3,065 in Andhra Pradesh, 2,806 in Madras, 2,539 in Mysore, 1,930 in Bihar, 1,689 in Madhya Pradesh and 1,240 in Rajasthan. Among the States, the least number was in Jammu & Kashmir, there being only 166 and next in order stood Assam with 317. In Himachal Pradesh, there were only 34.

3. *Girls' Schools at the Primary School Stage.*—Of the 25,451 schools, 5,132 were girls' schools. A large number out of these were from Bombay and Uttar Pradesh, there being 1,295 and 1,224 from these States respectively. Next came Mysore with 654, Madhya Pradesh with 475, Punjab with 460, Andhra Pradesh with 361 and Rajasthan with 341. No information was available from Bihar, Jammu & Kashmir and Kerala regarding how many of the total number were girls' schools. From the rest, the minimum is from Himachal Pradesh, there being only 11. Next comes Orissa with 53 and Madras with 59. What is, however significant is not so much the number of girls' schools, but their percentage to the total. These can be compared from the figures given in Table No. 68.

4. *Scholars in Urban Primary Schools.*—In the 25,451 schools at the primary school stage, there, were on the 31st of March, 1957, in all 63,33,433 scholars. Of these, about 17.3 lakhs were from Uttar Pradesh 13.8 lakhs from Bombay, 7.7 lakhs from Madras, 5.4 lakhs from Andhra Pradesh, 4.3 lakhs Mysore, 3.2 lakhs from Punjab and 3 lakhs from Madhya Pradesh. From Manipur there were only 433 and Tripura 6,248. From Himachal Pradesh, there were 7,365. Information from Delhi was not available.

5. *Girls in Urban Primary Schools.*—Of the 63,33,433 scholars, 20,66,722 were girls. Of these, the largest number was from Bombay, there being 5,40,349. Next came Madras with 3,29,471 and then Uttar Pradesh with 2,73,600 and Andhra Pradesh with 2,17,374. Among the States, the smallest number was in Jammu & Kashmir, there being 3,450. Next came Orissa with 12,181. Assam had only 21,230 and Rajasthan 55,509. In Himachal Pradesh, there were 2,936, Manipur 202 and Tripura 2,651.

6. *Percentage of Girls to the Pupils enrolled.*—The number of pupils, among other things, would also depend on the total population of the State, and therefore, in order to find out the extent to which girls have been enrolled in the different States in urban areas, it would be necessary to compare the percentage of boys and girls to the total number of pupils enrolled. For every 100 children enrolled at the primary school stage, it is found that, in the country as a whole, as against 67.37 boys, there were 32.63 girls. The percentage of girls in the different States varied considerably from the maximum of 47.3 in Kerala to 15.78 in Uttar Pradesh. Next to Kerala stand Manipur with 46.65%, Assam with 44.57%, Madras with 42.85%, Mysore with 42.52%, Tripura with 42.43%, Andhra Pradesh with 40.14% and Punjab with 39.88%. In Bombay it is 39.19%, Jammu & Kashmir 37.24% and Madhya Pradesh 30.93%. Orissa and Rajasthan have 29.74% and 29.66% respectively.

7. *Percentage of Scholars to the Total Urban Population.*—It would also be interesting to compare the total enrolment at the primary school stage to the total urban population, though the enrolment is for March, 1957 while the population figures are for 1951. Moreover, in the enrolment there are some rural children from the adjoining areas. It is not possible to indicate the incidence of each one of these. However, the percentages would still give an idea regarding the proportionate enrolment in the different States. In the country, taken as a whole, 11.37% of the total 1951 population was enrolled in urban schools at the primary school stage on the 31st of March, 1957. In Uttar Pradesh, this percentage was 20.15, in Kerala 15.25, Assam 11.24 and Madras 10.50. In Bombay it was 10.12, Himachal Pradesh 16.7, Tripura 15.02 and in Manipur it was 5.36. Among the States, the lowest percentage was in Jammu & Kashmir, it being 5.69. Next in order came Rajasthan with 6.35, Bihar with 6.74 and Orissa with 6.89.

If the percentage of boys to the total male population is compared, in Uttar Pradesh, the figure shoots up to 30.89%. It is not possible to say to what extent this is due to the incidence of rural pupils in urban schools and to increase in population in urban areas. It is too well known that the population of urban areas has been, during the past few decades, continually on the increase. In Himachal Pradesh, this percentage is 17.93 and in Kerala 15.99. Madhya Pradesh comes next with 12.70 and next in order come Madras with 11.91%, Andhra Pradesh with 11.73%, Bombay with 11.34%, Punjab with 10.87%, Orissa with 10.76%, Assam with 10.48% and Bihar with 10.14%. The average for the country as a whole is 14.43%.

Turning to the percentage of girls to the total female population in urban areas, it is noticed that 7.91% of the total female population was enrolled at the primary school stage. The percentage varies considerably from State to State. The highest was noticeable in Himachal Pradesh it, being 15.56%. In Kerala it was 14.5, in Assam 12.34 and in Tripura 11.20. In Madras it was 9.06, Punjab 8.89, Bombay 8.67 and Andhra Pradesh 7.97. In other States, it was less than the average for the country. The lowest was in Bihar, it being 2.72 and next in order came Rajasthan with 3.91%, Orissa with 4.38% and Jammu & Kashmir with 4.73%.

It is not possible to calculate the teacher-pupil ratio because the number of teachers in urban primary schools was not available from all the States, nor was this information required to be given in Form No. 6.

8. *Urban Middle School.*—At the middle school stage, there were, on the 31st of March, 1957, 11,230 institutions where the middle school classes existed. Of these, the largest number was in Bombay, there being 3,272. Next came Uttar Pradesh with 1,814, Mysore with 1,273 and Madras with 1,115. In Manipur, there were only 8, in Tripura 11 and in Himachal Pradesh 22. Among the States, the smallest number was in Orissa, there being only 49. In Jammu & Kashmir, there were 690 and in Assam 161.

9. *Girls' Schools at the Middle School Stage.*—Of the 11,230 middle schools, 2,892 were girls' schools. The largest number of girls' schools was in Bombay, there being 864. In Uttar Pradesh, there were 573, Mysore 396, Punjab 301 and Madhya Pradesh 203. In Tripura, there were 2, Himachal Pradesh 10, and in Orissa only 25. Assam had 57, Andhra Pradesh 117, Madras 143 and Rajasthan 168. In the Punjab, there were 301.

10. *Scholars in Urban Middle Schools.*—In the 11,230 schools, there were in all, 22,55,013 scholars. Of these, the largest number, viz. 5.89 lakhs were from Bombay, about 2.9 lakhs from Madras and Uttar Pradesh, and about 2 lakhs from Andhra Pradesh. From Orissa there were only 7,831, Himachal Pradesh 3,399, Tripura 2,627 and Manipur 1,321.

11. *Girls in Urban Middle Schools.*—Of the 22.55 lakhs of pupils enrolled at the middle school stage, 6,44,775 were girls. Of these, the largest number was from Bombay, there being 1.92 lakhs. 98,734 were from Madras, 67,590 from Mysore, 48,038 from Punjab and 47,315 from Andhra Pradesh. In Manipur, there were only 513, Tripura 915, Himachal Pradesh 964 and Orissa 2,932. In Bihar, their number was 6,646 and in Assam 11,381.

12. *Percentage of Girls to the Pupils Enrolled at the Middle School Stage.*—Here again, what is more significant is not the total number of girls enrolled, but the proportion of girls to boys. Considered from this point, out of every 100 pupils enrolled, 71.41 were boys and 28.59 were girls. In Kerala, the number of girls was highest, being 43.46%. Next came Manipur with 38.83%, Jammu & Kashmir with 38.18% and Orissa with 37.44%. In Tripura, it was 34.83%. In Assam was 36.41%, in Madras 34.0%, in Bombay 32.6%, in Mysore 31.6%. In Bihar it was lowest, being 11.78%. Next in order came Himachal Pradesh with 28.36% and Rajasthan with 17.79%. Uttar Pradesh and Andhra Pradesh ranked next with 23.4% and 23.6% respectively.

13. *Percentage of Scholars to the Total Urban Population.*—Comparing the total number of pupils enrolled, with of course the reservation already stated in regard to children at the primary school stage it will be noticed from Table No. 69, that 4.05% of the total urban population in 1951 was enrolled at the middle school stage on

the 31st of March, 1957. Here Manipur gives the highest percentage of 16.35, as against the lowest of 1.32 in Orissa. In the ascending order would come Bihar with 2.14, Rajasthan with 2.95, Jammu & Kashmir with 3.11, Uttar Pradesh with 3.35, and Andhra Pradesh with 3.66. Looking from the upper end, next to Manipur which stands highest is Himachal Pradesh with 7.8% and Assam with 7.38%. Bombay has only 4.33%.

If the number of boys to the total male population be compared, the all-India percentage rises from 4.05 to 5.45. In other States, it varies from 16.32% in Manipur to 1.55% in Orissa. In regard to the girls, on the other hand, the all-India percentage falls to 2.47, and in other States it ranges from 16.38% in Manipur to 0.55% in Bihar. Next to Manipur stands Assam with 6.62%, Kerala with 5.15%, Himachal Pradesh with 5.11% and Punjab with 3.32%. In Bombay, it was 3.09%. It is between 1% and 2% in Andhra Pradesh, Madhya Pradesh, Orissa, Rajasthan and Uttar Pradesh, between 2% and 3% in Jammu & Kashmir, Madras and Mysore and between 3% and 4% in Bombay and Punjab, as already stated, and in Tripura.

14. *The Urban High Schools.*—In the urban areas, on the 31st of March, 1957, there were 5,748 institutions having provision at the high school stage. A large number of these were in Bombay (1,432), Uttar Pradesh (941), Punjab (552), Madras (498), Andhra Pradesh (451) and Mysore (431). In Jammu & Kashmir, there were only 50, in Orissa 74, Assam 115 and Bihar 268. In Himachal Pradesh there were 15, Manipur 6 and Tripura 8.

15. *Girls' Schools at the High School Stage.*—Of the 5,748 schools, 1,092 were girls' schools. Of these, 214 were from Uttar Pradesh, 209 from Bombay, 170 from Punjab, 117 from Madras, 88 from Mysore, 80 from Andhra Pradesh, 72 from Madhya Pradesh, 35 from Assam, 26 from Rajasthan, 13 from Orissa, 5 from Himachal Pradesh and 2 from Tripura.

16. *Scholars in Urban High Schools.*—In these 5,748 institutions, there were 15,76,341 pupils. Of these, the largest number was in Bombay, there being 4.14 lakhs. Uttar Pradesh accounted for 2:58 lakhs, Andhra Pradesh for 1.34 lakhs and Mysore for 1.28 lakhs. In Orissa, there were only 25,414 pupils, while in Rajasthan there were 36,526. In Assam there were again 35,560 and in Jammu & Kashmir 18,578.

17. *Girls in Urban High Schools.*—Of the 15.76 lakhs, 3,11,546 were girls. Of these, the largest number was from Bombay, there being 93,623. From Madras there were 54,804, Uttar Pradesh 31,475 and Andhra Pradesh 20,925. The smallest number was, of course, from the Union Territories of Himachal Pradesh (311), Manipur (446) and Tripura (355). From among the States, Bihar had only 6,080 and Jammu & Kashmir, 7,461. In Rajasthan there were 4,225 and Orissa 4,055.

Of the total number of pupils enrolled, 80.24% were boys and 19.76% were girls. The percentage of girls varied considerably from State to State. In Jammu & Kashmir, it was 40.16% and in Kerala 39.81%. From the available figures, the proportion in Delhi also was

considerably higher, being 33.31%. In Tripura, it was 27.1% and in Assam 26.78%. In Madras it was 24.70%, Bombay 22.6% and in Mysore 21.03%. On the other hand, it was only 6.95% in Bihar, which meant that for every 13 boys enrolled, there was only one girl.

18. *Percentage of Scholars to the Total Urban Population.*—Comparing the pupils enrolled to the total population, it is noticed that 2.83% of the total population was enrolled in high school classes. The percentage was found to be inexplicably high in Manipur, it being 33.76. It is not possible to account for this high percentage. Leaving aside Manipur, the highest percentage is noticed in Assam, it being 8.39. Next in order come Jammu & Kashmir with 4.66%, Orissa with 4.28%, Himachal Pradesh with 4.24%, Kerala with 3.8%, Bihar with 3.3% and Bombay and Madras with about 3.04% each.

If the number of boys enrolled be compared to the male population, the percentage is found to be 4.28. The figure in Manipur arising to 46.1% is inexplicable. In other areas, it is highest in Assam, it being 10.34%. Next come Orissa with 6.76%, Bihar with 5.7%, Jammu & Kashmir with 5.05%, Uttar Pradesh with 0.78%, and Himachal Pradesh with 6.23%.

As regards the girls enrolled, they form 1.19% of the total female population. Leaving aside the high percentage of Manipur which was found to be 14.24, the next was Assam with 5.54% and Jammu & Kashmir with 4.18%. In Kerala it was 3.04. The percentage is very low in Rajasthan, it being 0.3. Bihar had 0.5%, Madhya Pradesh 0.54%, Andhra Pradesh 0.77%, Uttar Pradesh 0.81% and Bombay 1.5%.

The percentage of girls is not higher than that of boys anywhere excepting Assam at the primary school stage. The two percentages come comparatively closer in Kerala at all the three stages. In the States of Assam, Madras, Mysore and Punjab they differ no doubt, but not considerably. In the Punjab at the middle school and high school stages, however, the gulf between the two certainly widens. So it does in Madras, Mysore and to a certain extent, in Bombay also.

CHAPTER 43

Field for Further Study from the Data

The voluminous material collected in the present Survey from different sources and in the different forms and which is preserved at the district level, and in some cases, copies of which are also available at the State level and with the Ministry of Education, can further be processed to throw light on a variety of important problems of educational administration. Some of the points on which the material would be readily available for further investigation in these different forms, register and maps are indicated, in brief, below.

From the Register of Habitations (Rural areas), frequency distribution of villages with no hamlet as also those with one, two, three or more hamlets along with frequency distribution of hamlets and their population and distance from the main village can be found. There would be cases of hamlets bigger than the village itself.

From the Slab Register as also the School Area Register and the maps, the availability of educational facility at the primary and/or middle and/or high school stages, both as on the 31st March, 1957 and after planning could be compared. The number of habitations having facility at one stage but not at the other can also be found. Similarly as a result of planning, what type of habitations get better facility in different geographical units can be found out. The habitations remaining without educational facility can be arranged according to the distance at which the educational facility exists, and they can be further grouped according to the reasons for their not being provided and the geographical conditions obtaining there.

Tables can be prepared showing the frequency distribution of the school areas according to their population in different population slabs, either as accepted for the survey or any new slabs that may be desired, indicating the total population for which one, two or more teachers would be required. This can be done by deciding the optimum number of children a teacher would be required to teach. This would enable calculating accurately the man-power requirements.

The urban influence in different districts can be more carefully examined by reference to the maps and the number of habitations served at the primary, middle and high school stages can be tabulated according to their population slabs.

As regards girls' education, the Register of School Areas and Form 7A would enable finding out the existence of girls' schools without boys' school as also the existence of girls' schools where boys' schools exist and the effect of these on the enrolment of girl in both the boys' and the girls' schools. The enrolment of girls in the boys' and girls' schools in different cases can itself be compared for example, for schools in the different population slabs or in different geographical areas, and further the enrolment can be compared with

the number of women teachers in boys' and girls' schools, and whether or not the enrolment of girls increases with the provision of separate girls' schools or provision of women teachers can be objectively studied. The same problem can be studied at the middle school and high school stages with the help of information in Forms 7B and 7C. Whether in any particular area the percentage of girls is, on the whole, more can be found out, and as a result of this, further study can be made regarding the reasons, if any, behind it.

Cases of existence of more than one school and their justification there could also be studied as also their effect on enrolment.

Enrolment can be compared in individual schools in the different population slabs and the extent to which this varies directly in regard to boys and girls in the different population slabs can be further studied.

Enrolment can be compared with the number of men and women teachers provided at the different stages and cases of over-worked teachers and over-staffed classes could be found out.

Enrolment can be compared with the accommodation available in the different population slabs.

The trends in the enrolment of local and non-local children can be studied by tabulating the data according to the population slabs as also according to independent and group schools and general trends, if any, could be found out.

The grouping and size of the school areas in different districts can be compared and their relation in each district with the central tendencies regarding the density of population, the density of habitations etc. as also with the geographical factors can be studied.

The effect on enrolment in schools where provision of hostels exists can also be studied from Form No. 5.

The relationship of enrolment at the middle and high school stages can be compared with that at the primary school stage in both the rural and the urban areas.

The cases of excessive enrolment in very small habitations and meagre enrolment in bigger habitations can be picked out in order to study the causes behind them.

From Form No. C3, the enrolment of boys and girls, local and non-local, in the different standards can be compared. From the same form the provision of teachers, trained and untrained as also of specialists, in different categories of secondary schools can be calculated.

These are only few illustrations giving an idea regarding the possibilities of further study from the data that is already available in the different forms, registers and the maps.

Summary

1. *The First Step Towards the Goal.*—Education is to be free and compulsory up to the age of 14 for all children throughout the length and breadth of the country as early as possible. To size up the problem fairly accurately and plan effectively towards the fulfilment of the directive of the Constitution, it was in the first place necessary to have a precise idea of where exactly, in the rural area, the children—and for that matter the people—live and in which of these places schools exist. As regards the former, though the Census gives information regarding the villages, the parcels of land delimited for revenue purposes, no data regarding the actual 'house-clusters', 'population centres' or 'habitations' which really matters for the problem in hand was available. On the other hand, though the number of schools according to their 'nomenclature' or 'types' is available from the annual Reports, their number according to the 'stage' of instruction is not known from these, nor the number of places where they are located.

The first objective of the present Survey, therefore, has been to bridge this big gap by collecting and collating data, to identify and enumerate the habitations or 'population centres' on large-scale maps and in a suitable register, so that an integrated picture of their size and mutual distance from their adjoining habitations could at once be available.

2. *From the Census to the Survey.*—In this task of identification of habitations, the Census did provide a clue in as much as it gave the list of villages and their population according to the 1951 Census. Starting with this as the basis, therefore, information regarding the habitations had to be collected from the village officers *Talathis* or *Patwaris*, the *Tehsildars*, local officers of other Departments such as Forest, Police, etc., wherever necessary and also from teachers. The Survey of India topographical maps also provided the necessary basic data in as much as most of the then habitations, villages as well as hamlets have been shown on these maps. The teachers could give information only regarding the habitations in which their school was located and at the most about the habitations in the vicinity. But as all habitations had to be included in the Survey, the main source for information was the village revenue officer, whose co-operation was sought in this Survey through the good offices of the district and the *tehsil* revenue officers. The officers of other departments also proved extremely useful in regard to special areas.

In the first place, the unit in the Census was a revenue village while in the Survey, it had to be a 'habitation'—a 'house-cluster' or 'population centre' where the people lived. Ordinarily, a revenue village has its own habitation. But there are villages which are uninhabited. On the other hand, there are others which have hamlets. The Census enumerates the villages and not their hamlets. Some had none, some had many. Their size and distance also vary from village to village. All the villages along with their hamlets had to be identified and enumerated after necessary enquiries. Apart from this, necessary adjustments had to be made for the various changes that had taken place since the Census in 1951, including those due to the

reorganisation of States. In the light of the information collected from the *Patwaris*, teachers and other local officers and the local enquiries made, where necessary, certain corrections and adjustments had to be carried out in the Census data on various counts. Some of the villages enumerated in the Census were reported to be already 'Bechirag' (uninhabited) while others had subsequently got submerged or flooded or were deserted by the people for one reason or another. Some of the villages mentioned in the Census could not be traced, in spite of all efforts made by the District Survey Officers. Some rural areas had since become urban. They either formed part of the neighbouring town or city or had themselves become small towns. These had to be all written off from the list of rural areas. On the other hand, besides the hamlets which had to be recorded for the first time, it was noticed that some villages had escaped mention (may it be that their population might have been included in some other village) entirely new habitations had arisen, some habitations had lost their urban characteristics, and in some cases, a village 'Bechirag' in 1951, had revived. These had to be taken into consideration along with all the corrections and adjustments that were necessary on account of the discrepancies that were noticed in the available Census records. In some cases, they had undergone change of names, in some other cases the habitations had shifted to another place, though the name remained the same.

3. *Rural Habitations and their Population.*—After making all reasonable enquiries from the available records and the concerned local officers of the different departments, the first fundamental register of the survey, *viz.* the Register of Habitations, wherein all habitations—villages and their hamlets with their 1951 population along with the subsequent changes wherever they occurred, were noted. The register gives the position obtaining at the time of the Survey, but the population indicated is according to the 1951 Census. Though the *Patwaris* were required to give the estimated present population and it was taken into consideration in planning for schools, it was considered inadvisable to tabulate the habitations according to the *ad hoc* estimates of population given by the teachers and the *Patwaris*. The consolidation of the *taluka* or *tehsil* tables into district tables and district tables into State tables, and those in their turn, into all-India tables give the following figures for the rural habitations and population arranged slab-wise:

Population slab	Habitations	%age to total	Population	%age to total	Average population per hab.
5,000 and above	553	0·07	35,38,611	1·2	6,399
2,000—4,999	11,563	1·38	3,17,75,052	11·4	2,748
1,000—1,999	41,386	4·93	5,55,72,121	19·9	1,343
500—999	1,05,495	12·56	7,26,00,618	26·0	688
400—499	49,700	5·91	2,20,97,073	7·9	445
300—399	74,146	8·82	2,54,76,222	9·1	344
200—299	1,13,790	13·54	2,70,72,808	9·9	243
100—199	1,89,329	22·54	2,70,57,876	9·7	143
Below 100	2,54,071	30·25	1,37,60,565	4·9	54
TOTAL BELOW 500	6,81,036	81·06	11,60,64,544	41·5	170
TOTAL	8,40,033	100	27,95,50,946	100	333

These figures do not include the figures for West Bengal, which did not participate in the Survey, the figures for the two Union Territories of Andaman & Nicobar Islands, and the Laccadive, Aminidive and Minicoy Islands as also those for Pondicherry, the NEFA and the Naga Hills.

4. *Urban Areas and their Population.*—After making all the adjustments for the changes since 1951, the towns, town-groups and cities were also enumerated to make the picture complete, and for the area surveyed, their frequency distribution according to the population classes of the Census pattern was found to be as follows :—

Population	1 lakh and above	50,000 to 99,999	20,000 to 49,999	10,000 to 19,999	5,000 to 9,999	Below 5,000	Total
Towns & Cities	70	95	349	602	1,127	569	2,812
Percentage .	2.5	3.4	12.4	21.4	40.1	20.2	100
Population .	2,03,06,292	64,69,191	1,05,00,433	83,50,654	81,24,890	19,32,805	5,56,84,265
Percentage .	36.5	11.6	18.8	15.0	14.6	3.5	100

5. *Location versus Adequacy of Schools.*—This identification and enumeration of habitations being solely for the purpose of ensuring educational facility to as many habitations as possible, information about the existing facility had to be collected from teachers, and education inspectorates and suitably recorded in both the Habitation Registers and the maps. Here, what was of primary importance was whether or not the facility existed at a given stage; whether or not it was adequate was entirely a different issue, as, once the location of the school was known and its area delimited, the number of teachers required for the existing children as also for the total number that could be enrolled in the long run was merely a simple arithmetic that could be applied from time to time as the strength of the children of school-going age would change. But even this was not quite simple, as, though the information regarding the number of schools was known, as already stated, it was according to the 'nomenclature' or "type" of schools and not according to the number of institutions where education was available at the primary, middle and high school stages. Moreover, schools vary in size and two schools at one place may have lesser provision than one large school at another. What was, therefore, significant for the Survey was to ascertain, in the first place, the habitations in which schools providing education—at a given stage were located, so that once the location was fixed, its school area could be delimited and the number of teachers required for the enrolment, actual or expected, could be found out either from the actual Census of schoolgoing children or even from the total population given in the Census.

The information received from the school teachers and the inspectorates was recorded alphabetically in the 'Habitation Registers' as well as the 'Slab Registers' where it was rearranged according to

the population, and on the map by drawing, in green, a circle, triangle or a square to indicate the provision at the primary, middle and high school stages respectively. In some cases, the number of institutions and the type of the school or whether it was complete or incomplete, that is, wanting in certain lower or upper standards, was also indicated.

6. *Habitations with Schools.*—The Habitations were identified and enumerated, so that, in the first instance, with the help of school lists and that teachers and *Patwaris'* cards, precise information regarding which and how many of the habitations had school in them could be obtained, the existing facility being shown on large-scale—one inch per mile—maps, usually, topographical maps published by the Survey of India, by a circle in green for provision at the primary school stage, a triangle for that at the middle school stage and a square for that at the high school stage. Thus a visual picture of the position could at once be obtained. The entries made in the Register of Habitations and other records gives the slabwise distribution of habitations with schools as on the 31st of March, 1957 and their population according to the 1951 Census. The information collected shows that on the 31st of March, 1957, out of 8,40,033 habitations with a population of 27,95,50,946, only 2,29,023 habitations (forming 27.26% of the total) with a population of 16,70,44,295 (forming 59.76% of the total) had a school in them. Their distribution according to the population slabs was as follows :

Table No. 65.—*Habitations with Provision of Primary Education in them*

Population Slabs	Habitation	Percentage	Population	Percentage
5,000 & above	523	95.47	33,37,733	95.74
2,000—4,999	10,911	94.36	2,99,81,883	94.36
1,000—1,999	36,911	89.19	4,97,96,761	89.61
500—999	75,994	72.03	5,33,62,641	73.50
400—499	25,100	50.59	1,12,17,961	50.72
300—399	27,274	35.78	94,42,645	37.07
200—299	26,169	23.00	64,92,954	23.47
100—199	19,339	10.21	29,27,445	10.82
Below 100	6,807	2.68	4,44,222	3.23
TOTAL BELOW 500.	1,04,689	15.37	3,95,15,227	25.29
TOTAL	2,29,023	27.26	16,70,44,295	59.76

7. *Need for Grouping Habitations together.*—If the schools were to serve only the habitations in which they were located, 6,11,010 habitations forming the remaining 72.74% of the total number of habitations, that is a little less than 3/4th of the habitations, would have been required to be treated as without any educational facility. Their population, however, formed only 40.24% of the total rural population. A large majority of them being thus comparatively smaller habitations, in the present circumstances, it would be impossible and inadvisable to have separate schools in them. Moreover, in view of the imperative need of making the limited resources in men and money go the longest way, not only in the case of the tiny habitations, but even where the habitations were not very small, it was necessary to consider as to which of them, lying within a reasonable walking distance for the child, could be treated as being served by the existing schools in the neighbouring habitations. In case the number of teachers or the accommodation at the place be inadequate for the total number that would be enrolled from the school habitation as also the adjoining ones, that could be attended to by the authorities separately, if and when the need arises, by taking into consideration the ceiling for the pupils per teacher and the floor-space per child that may be fixed from time to time.

8. *Delimiting the Primary School Areas.*—To have some uniformity in procedure and standards employed, with of course due allowance wherever necessary for local variations and to meet the special circumstances in individual cases in regard to this delimitation of areas of existing schools at the primary school stage, all habitations with a population between 300 to 500 within about half a mile's walking distance from the existing school, and those with a population below 300 within about one mile's walking distance from the existing school, in rural or urban areas, were included in the school area of that existing rural or urban school, excepting of course those that were going to be more conveniently placed with reference to the new schools to be proposed. Before delimiting the area of existing schools, the question of shifting, if necessary, the present location to a more convenient place as also that of closing some where there was no possibility of any reasonable enrolment had also to be considered.

As the existing schools have been shown on the map by a circle at the place, the other habitations included in the school area were shown by an arrow from those habitations to the school habitation. School areas have been enumerated in the School Area Register, where, against each school all habitations served by it together with their population and distance from the school habitation have been shown. From this data, the frequency distribution of habitations served by a school in the habitation as also those served by the adjoining habitations could be calculated.

9. *Served by Schools in the Neighbourhood.*—As a result of this grouping of smaller habitations in the vicinity, with the existing rural or urban schools, 3,70,962 habitations with a total population of 6,52,57,397 would be catered for. They form 44.16% of the total number of habitations and 23.34% of the total population. If the habitations excluded from this tabulation as they would be getting new schools either in them or at a shorter distance in view of the

proposals to be made as per the principles set out were also to be taken into consideration, the number in each slab would rise further. However, with a view to avoid the chance of some confusion in the existing and new school areas in the Registers, they were not included in the school areas of the existing schools and consequently do not figure here. The distribution of these habitations and their population in the different population slabs is as follows :

Table No. 66.—Habitations and Population Served by Schools in the Neighbourhood.

Population Slabs	Habitations	Percentage	Population	Percentage
5,000 & above	6	1·27	35,859	1·01
2,000—4,999	272	2·35	6,93,574	2·18
1,000—1,999	2,443	5·90	31,44,302	5·66
500—999	15,658	14·84	1,02,23,099	14·08
400—499	13,182	26·53	58,28,997	26·38
300—399	25,891	34·92	88,15,799	34·72
200—299	53,890	47·36	1,29,67,922	46·86
100—199	1,07,532	56·80	1,52,38,503	56·32
Below 100	1,52,088	59·86	82,79,342	60·17
TOTAL BELOW 500	3,52,583	51·77	5,11,60,563	44·08
GRAND TOTAL	3,70,962	44·16	6,52,57,397	23·34

10. *Independent Schools.*—Whether or not an existing school could serve the neighbouring habitations depended among other things on the existence of habitations with the population between 300-500 lying within a walking distance of less than half a mile and habitations with a population below 300 within a walking distance of one mile. Even from amongst these, such of the habitations as would get a school in them or at a shorter distance as a result of planning were excluded. As a result of all this, some habitations having a school in them, in spite of attempts to group together as many other habitations as possible round about the school habitation, could serve only their own school-going population and no other. Of the 2,29,023 habitations with a school in them, 1,04,727 forming 12.47% of the total number of habitations, with a population of 9,12,12,677 forming 32.63% of the total population remained what are termed in this Survey as 'Independent Schools', depending as they do for their strength on their own school-going population and no other. The

frequency distribution of these, according to the different population slabs is as follows :

Table No. 67a.—Habitations and population Served by Independent Schools.

Population Slabs	Habitations	Percentage	Population	Percentage
5,000 & above	386	69.80	24,48,468	69.19
2,000—4,999	7,294	63.08	2,01,88,234	63.53
1,000—1,999	21,746	52.54	2,95,32,867	54.14
500—999	38,675	36.66	2,73,43,634	37.67
400—499	11,030	22.19	49,28,412	22.30
300—399	10,826	14.60	37,45,843	14.70
200—299	8,830	7.76	21,98,781	7.95
100—199	4,952	2.62	7,57,991	2.80
Below 100	988	0.39	69,347	0.50
TOTAL BELOW 500	36,626	5.38	1,16,99,474	10.08
GRAND TOTAL	1,04,727	12.47	9,12,12,677	32.63

11. *The Group Schools.*—The remaining 1,24,296 habitations could serve, besides themselves, the neighbouring 3,70,962 habitations, and as such, the schools in them are termed in this Survey as 'Group' schools and all these habitations, whether having school in them or those served by others, are termed as group school habitations. The frequency distribution of these, according to the population slabs, is as follows :

Table No. 67b.—Habitations and population Served by Group Schools.

Population Slabs	Habitations	Percentage	Population	Percentage
5,000 & above	148	26.76	9,75,174	2.76
2,000—4,999	3,889	33.63	1,04,87,223	33.00
1,000—1,999	17,608	42.55	2,34,08,196	42.12
500—999	52,965	50.21	3,62,40,998	49.92
400—499	27,146	54.62	1,20,60,258	54.58
300—399	41,961	56.59	1,44,04,614	56.54
200—299	70,711	62.14	1,71,35,577	61.92
100—199	1,21,163	64.00	1,73,00,002	63.94
Below 100	1,57,308	61.91	86,17,625	62.63
TOTAL BELOW 500	4,18,289	61.42	6,95,18,076	59.90
GRAND TOTAL	4,92,899	58.68	14,06,29,667	50.30

12. *The Peripatetic Teacher Schools.*—Besides the independent and group schools included, there were 944 school areas served by peripatetic teacher schools, where the habitations were so small as not to form even the requisite minimum total population to justify

the appointment of a single teacher. The teacher in this peripatetic teacher school holds the school at two centres at a distance between $1\frac{1}{2}$ miles to about five miles. The peripatetic teacher schools where the teacher had to walk only a comparatively shorter distance could hold the session at one centre in the morning and the other in the evening. With a little longer distance, the school is being held on alternate days, while in others at a still longer distance, it is held at one centre for three consecutive days and then the teacher moves to the other centre to hold it there for the other three days of the week. Of the 2,359 small habitations served by peripatetic teacher schools, 1,888 had the peripatetic teacher centre in them and children in 471 had, as in the case of habitations tagged on to a group school, to walk some distance.

13. *Distance from the School.*—Of the 4,92,899 habitations served by group schools, 1,22,408, that is 14.57% of the total number of habitations had one or more schools located in them. 1,74,821 forming 20.81% of the total number had it within half a mile. 1,76,999, forming 21.07% had it at a distance greater than half a mile, but less than one mile and 17,444 forming 2.08% had it at a distance greater than one mile, but less than $1\frac{1}{2}$ miles, and 1,227 forming 0.15% of the total had it at a distance slightly greater than $1\frac{1}{2}$ miles.

Of the habitations served by peripatetic teacher schools, of the 471 habitations served at a distance, 234 were served within half a mile, 222 within one mile, 14 within $1\frac{1}{2}$ miles and one within two miles. Those having the facility of a peripatetic teacher school in them form only 0.22% of the total and the others tagged on to them form 0.06% of the total number of habitations.

14. *Habitations Served.*—As a result of this grouping of habitations into school areas, as will be seen from the following tabulation, in all, 5,99,985 habitations, i.e. 71.42% of the total number of habitations with a total population of 23,23,01,692 forming 83.1% of the total population can take advantage of the existing location of schools, whether they be in the habitation itself or in an adjoining habitation, within walking distance of the child, nor ordinarily exceeding one mile.

Table No. 40a.—Habitations served by Schools in them or in the Neighbourhood.

Population Slabs	Habitations	Percentage	Population	Percentage
5,000 & above	534	96.74	34,23,642	96.75
2,000—4,999	11,183	96.71	3,06,75,457	96.54
1,000—1,999	39,354	95.09	5,29,41,063	95.27
500—999	91,642	86.87	6,35,85,740	87.58
400—499	38,282	77.03	1,70,36,958	77.18
300—399	53,165	71.70	1,82,88,444	71.79
200—299	80,059	70.36	1,94,60,876	70.33
100—199	1,26,871	67.01	1,81,65,948	67.14
Below 100	1,53,895	62.54	87,23,564	63.40
TOTAL BELOW 500	4,57,272	67.14	8,16,75,790	70.37
GRAND TOTAL	5,99,995	71.42	23,23,01,692	83.10

15. *Habitations not Served*.—Consequently, 2,40,048 habitations, forming 28.58% of the total with a population of 4,72,49,254, i.e., 16.90% of the total population were treated as not served by the existing schools. As already pointed out, these figures would have slightly come down if the other habitations which, as a result of planning, have been proposed for a school in them or in a nearer habitation, were not excluded from this tabulation.

As a result of this delimitation of the areas of the existing schools, the number of habitations and population not served in the different population slabs comes out to be as follows:

Table No. 40b.—Habitations without Primary Education Facility on 31-3-57.

Population Slabs	Habitations	Percentage	Population	Percentage
5,000 & above	19	3.26	1,14,969	3.25
2,000—4,999	380	3.29	10,99,595	3.46
1,000—1,999	2,032	4.91	26,31,058	4.73
500—999	13,853	13.13	90,14,878	12.42
400—499	11,418	22.97	50,60,115	22.90
300—399	20,981	28.30	71,87,778	28.21
200—299	33,731	29.64	82,11,932	29.67
100—199	62,458	32.99	88,91,928	32.86
Below 100	95,176	37.46	50,39,001	36.60
TOTAL BELOW 500	2,23,764	32.86	3,43,88,754	29.63
GRAND TOTAL	2,40,048	28.58	4,72,49,254	16.90

16. *The Proposed Schools*.—The locations of new schools were required to be proposed by the District and State Survey Officers in conformity with the targets and principles laid down for their guidance, after taking an integrated comprehensive view, from the map and data collected, of the existing educational facilities, both in the habitation and in the neighbourhood and of the habitations without educational facility. Schools have been proposed to be located in just the minimum number of habitations by suitably grouping as many of the rest as possible. Independent schools have been proposed in 45,234 habitations and group schools have been proposed so as to serve, in all, 1,88,664 habitations. Some of these would have the school in them and these schools would be serving the other adjoining habitations. Peripatetic teacher schools have been proposed to serve, in all, 13,606 habitations.

To distinguish the proposed schools from the existing ones, they have been shown on the maps in red, instead of green—a tiny red circle standing for proposed primary school, a red triangle for a middle school and a red square for a high school. The habitations tagged on to these are indicated by arrows, in red, from the habitation to be served to the school habitation in the case of primary schools. In the case of middle schools and high schools, they have been enclosed in curves drawn with dashes and dots respectively, the colour used being red for the proposed one as against the green one for the existing school areas. The proposals could also be clearly seen in the School Area Register as information about them is tabulated in distinct columns. Besides these, to facilitate ready reference while taking decisions in due course for actually opening new schools, these have been alphabetically listed *tehsilwise*, showing the total population that would be served by them in the appropriate slab.

17. *Arriving at the Resulting Position.* The resulting position after the proposals made are implemented is not merely the summation of the existing position and the proposals, but in a good many cases, it is the position that would obtain after making necessary adjustments in regard to the existing position. This is because, in some cases, a habitation that was served according to the existing position by a school at a longer distance (and was reckoned as a habitation served) would be getting a school in it or at a shorter distance; in some cases the existing school has been proposed to be shifted to another habitation and there are a few cases where the existing school is proposed to be closed. After making, therefore, all the adjustments on these various counts, the final position emerges; on the map, the school areas are shown in green for the existing position and in red for the proposed ones. In the case of some habitations, both the green and red arrows emerge from the same habitation, showing thereby the position as it existed on the 31st of March, 1957 and as it would be, if and when the proposals are implemented. In the School Area Register, there being separate columns for showing the existing position and the proposals for new schools, complete information in this regard can be obtained separately. In the habitation Register, however, the final position, after taking into account the existing position as well as the proposals, if any, is shown.

18. *The Independent Schools after Planning.*—The information regarding the proposed independent schools is tabulated in the *tehsil*, district and State Tables III-B and their list has also been appended to District Reports. The final picture as it would be as a result of the existing and the proposed facilities is shown in the district and State Table III-AB. By taking into account the existing position and the proposals in regard to the independent schools in all the States and the Union Territories surveyed, it is found that the number of habitations served by independent schools will rise from 1,04,727 to 1,50,215, forming 17.88% of the total number of habitations. The net increase, therefore, in the number of habitations is 45,488, showing an increase in the percentage to the extent of 5.41. This has its effect on the population that would be served by independent schools. It has increased to 11,55,48,709, raising the percentage from 32.63 to 41.32, that is, an increase of 8.69%.

The slab-wise distribution of rural habitations and population that would be served by independent schools is as follows :

Table No. 93a.—Habitations and Population to be served by Independent Schools

Population Slabs	Habitations	Percentage	Population	Percentage
5,000 & above	401	72.51	25,41,743	71.83
2,000—4,999	7,797	66.65	2,13,20,507	67.10
1,000—1,999	24,406	58.97	3,30,06,441	59.39
500—999	53,417	50.62	3,69,84,537	50.94
400—499	19,762	39.76	88,54,729	40.07
300—399	25,571	34.49	88,48,739	34.73
200—299	11,995	10.54	30,10,126	10.88
100—199	5,907	3.12	9,08,684	3.36
Below 100	1,049	0.41	73,203	0.53
TOTAL BELOW 500	64,284	9.44	2,16,95,481	18.69
GRAND TOTAL	1,50,215	17.83	11,55,48,709	41.32

19. *Group Schools after Planning.*—As regards the habitations to be served by group schools, their number would rise from 4,92,899 to 6,48,860, that is, instead of the former 58.68% of the habitations being served by group schools, the percentage would rise to 77.24, giving thereby a net increase of 1,55,961 habitations forming 18.56% of the total. As regards the population to be served by group primary schools it would rise from 14,06,29,667 to 16,03,44,230, giving a net increase of 1,97,14,563. The percentage would rise by 7.06, from 50.30% to 57.36%.

The slab-wise distribution of these habitations and their population is as follows :

Table No. 93b.—Habitations and Population to be served by Group Schools

Population Slabs	Habitations	Percentage	Population	Percentage
5,000 & above	151	37.31	9,91,299	28.01
2,000—4,999	3,855	33.34	1,04,51,034	32.89
1,000—1,999	16,976	41.02	2,25,61,113	40.60
500—999	52,047	49.34	3,55,92,744	49.03
400—499	29,835	50.03	1,31,95,956	59.72
300—399	48,281	65.12	1,65,26,241	64.87
200—299	98,774	86.80	2,39,45,529	86.53
100—199	1,72,772	91.25	2,46,61,630	91.14
Below 100	2,26,169	89.02	1,24,18,684	90.25
TOTAL BELOW 500	5,75,831	84.55	9,07,48,040	78.19
GRAND TOTAL	6,48,860	77.24	16,03,44,230	57.36

20. *Peripatetic Teacher Schools after Planning.*—Besides the independent and the group schools, proposals have been made for the peripatetic teacher schools. So far, these schools existed in the State of Bombay and the four districts of old Bombay transferred to Mysore and the one district of Rajasthan. As such, the number of habitations served originally is very small, viz. 2,359, forming only 0.28% of the total number of habitations. As a result of the proposals and closing down of some of the existing ones and converting others into independent schools, in all, in the 'after planning' position, 13,602, i.e. 1.62% of the habitations would be served by peripatetic teacher school centres located in the habitation or in the adjoining one within walkable distance of the child, thus giving a net increase of 11,243, the percentage having increased just by 1.34. As these are small habitations, the percentage of population catered for is not much. It has increased from 0.16% to 0.61%, as a result of increase in population so served from 4,59,348 to 16,92,685, the net increase being 12,33,337 accounting for an increase of 0.45%.

21. *To be Served in the Habitation or in the Neighbourhood.*—The classification into independent and group schools is for indicating whether or not the institutions serve other habitations in the neighbourhood. The peripatetic teacher school differs from these as it provides only a part-time facility. What really matters more is how many of these would have a school located in them and how many would have to depend on the adjoining habitation for educational facility. In the case of independent schools, by their very nature, all would be located in the habitation itself. That, however, is not the case of habitations served by group schools. Of the total of 6,48,860 habitations served by group schools, 1,73,248, that is, about 20.62% of the total number of habitations would have the group school located in them and the remaining 4,75,612, forming 56.62% would have it within walking distance of the child. Of these, 2,34,453, that is 27.91% of the total would be having it within half a mile. Some of these would be having it in habitations quite contiguous to them. In the case of 2,16,951, that is about 25.83% of the total number of habitations, the facility would be at a distance greater than half a mile, but not more than one mile. Of the remaining 22,257, that is 2.65% would have it within one to 1½ miles and 1,951, forming just 0.23% of the total number of habitations would have it at a distance a little longer than 1½ miles. Thus, most of the habitations served by group schools would have it either in them or within about half a mile.

As regards the peripatetic teacher schools, 8,848, forming 1.05% of the total number of habitations would have the centre in the habitation itself. 1,563 habitations would have it within half a mile, 2,446 within one mile, 683 within 1½ miles and 62 within two miles.

Thus, in all, 3,32,311 habitations would be having a school in them instead of the former 2,29,023. Speaking in terms of percentages, it would rise from 27.26% to 39.6%. As regards the number of habitations having the educational facility at the primary school stage within the child's walking distance, their number would be 4,80,366, instead of the former 3,70,962, the percentage rising from 44.16 to 57.2. The population of the habitations having school in them rises from 16,70,44,295 to 20,96,89,595, that is 75.01%. As regards the

population served in the vicinity, it rises from 6,52,57,397 to 6,78,96,029, giving a percentage of 24.29. It will thus be seen that the increase is comparatively more in regard to the habitations served by independent schools and not so much in those by the group schools, the reason for this being that in the school areas of the existing schools as many habitations as possible have been included and what remained to be provided for were mostly smaller, isolated habitations.

The slab-wise distribution of the habitations and population having the school in them would be as follows:

Table No. 94a.—Habitations Served by Schools in them

Population Slabs	Habitations	Percentage	Population	Percentage
5,000 & above	547	98.9	35,02,718	98.99
2,000—4,999	11,434	98.9	3,14,10,730	98.88
1,000—1,999	40,185	97.8	5,13,80,471	97.87
500—999	98,361	93.2	6,79,78,835	93.63
400—499	39,362	79.2	1,75,56,592	79.59
300—399	51,794	69.9	1,79,92,186	70.28
200—299	43,990	38.7	1,09,04,602	39.41
100—199	34,613	18.3	52,28,423	19.32
Below 100	11,725	4.6	7,53,338	5.62
TOTAL BELOW 500	1,84,484	26.6	5,23,68,441	45.15
GRAND TOTAL	3,32,311	39.6	20,96,89,595	75.00

These could be compared with the slab-wise distribution of habitations and population served by the the neighbouring schools as given below :

Table No. 94b.—Habitations Served by Schools in the Neighbourhood

Population Slabs	Habitations	Percentage	Population	Percentage
5,000 & above	5	0.9	30,324	0.86
2,000—4,999	128	1.1	3,51,811	1.11
1,000—1,999	898	2.2	11,78,684	2.12
500—999	7,110	6.7	46,03,185	6.34
400—499	10,319	20.8	45,02,158	20.37
300—399	22,304	30.0	75,54,932	29.66
200—299	68,913	60.6	1,65,58,136	59.84
100—199	1,49,251	78.8	2,10,82,941	77.92
Below 100	2,21,438	87.2	1,20,33,558	87.45
TOTAL BELOW 500	4,72,225	69.3	6,17,31,725	53.19
GRAND TOTAL	4,80,366	57.2	6,78,96,029	24.29

The net increase in the number of habitations that would be having a school in them is 1,03,288, giving an increase of 12.34% in the percentage. when in the case of habitations served in the vicinity they have increased by 1,09,404, the increase in the percentage being of 13.04. The total increase, therefore, in the number of habitations getting educational facility is 2,12,692, causing an increase of 25.38 in the percentage. The net increase in the percentage of population having a school in the habitation itself is of 15.25% as it rises from 59.76% to 75.04%, while that in the population getting the facility in the neighbourhood is only 0.95% as it rises from 23.34% to 24.29%. Thus it is that, though there is substantial increase in the number of habitations, the increase in the population getting facility for education in the neighbourhood has not shown considerable increase. The main reason for this is that the habitations tagged on to the school habitation are usually very small in size and secondly most of the habitations that could be grouped were already grouped in the areas of the existing schools and the remaining habitations were mostly scattered and as such a large majority of them had to be provided with independent schools. In a few cases, a tendency on the part of the district officers to propose, if possible, an independent school instead of grouping it with another adjoining habitation, on one excuse or another, was noticeable in some cases, but this, it is felt, will not considerably affect the situation, nor is it possible in a nation-wide Survey such as this to scrutinise, with reference to the map, each individual case in the thousands of cases that are tabulated.

22. *Habitations not Served*.—As a result of these proposals, the total number of habitations that could be served by one or more schools either in them or in the vicinity would be 8,12,677, out of 8,40,033, providing educational facility to 96.7% of the total number of habitations, leaving out 27,356 habitations which form 3.3% of the total number of habitations. This is not a small number, but due to their size and lone situation not justifying even the appointment of one teacher, there was no other alternative for the District Survey Officers except leaving them out without educational facility. The total population of these was 19,65,322, forming only 0.70% of the total population, giving an average of about 72 per habitation. Here again, as will be seen from the following frequency distribution of the habitations in the different population slabs, some habitations with a substantially higher population above 300 have been shown as not served, even after the proposals. This is mainly because, though their population as enumerated or shown in the Census is quite high, either the figure as recorded in the Census was not correct or the population has, for one reason or another, dwindled down substantially during the last few years. In the few marginal cases that lie in the slabs 300-400, though the total population as indicated by the Census is correct, the population is scattered in lone houses all over the vast area and as a result, it is not possible to locate a school within one mile so as to get at least about 300 population round about the school. In some cases, the population has been shifting constantly and hence the district and State Officers could not recommend any school in these.

The habitations not served do not figure in the School Area Register, but as every habitation is entered in the Habitations Register with an entry regarding the existing or proposed school in it

or in the vicinity, those left out could be easily known from it. Moreover, in all such cases, in the remarks column, an entry regarding the reason for not providing for it had to be made. In the map also, these habitations have been underlined in red so as to draw pointed attention to them. Besides these, separate lists were required to be prepared of all habitations not served by an existing or proposed school and with reasons for the same. These lists also give the present estimated population of the habitations and indicate the distance of the nearest school. It may be mentioned here that, in the Survey, though every hamlet, however small, was in the first place identified by actually enumerating the habitations, tiny hamlets with a population of below 25 as also farm houses or isolated single houses were not taken into consideration, for evident reasons, though in the Census and therefore in the present survey also, their population gets enumerated in the main village.

The slab-wise distribution of habitations and their population remaining without educational facility will be seen from the following :

Table No. 94c.—Remaining without Educational Facility

Population Slabs	Habitations	Percentage	Population	Percentage
5,000 & above	1	0·20	5,569	0·16
2,000—4,999	1	..	3,511	0·01
1,000—1,999	3	..	3,266	0·01
500—999	24	..	18,598	0·03
400—499	19	..	8,323	0·04
300—399	48	0·1	15,804	0·06
200—299	887	0·8	2,10,070	0·75
100—199	5,465	2·9	7,46,512	2·76
Below 100	20,908	8·2	9,53,669	6·93
TOTAL BELOW 500	27,327	4·0	19,34,378	1·67
GRAND TOTAL	27,356	3·3	19,65,322	0·70

23. *The Population of School Areas.*—Just as for revenue purposes the whole country is divided into revenue villages, similarly the present survey has grouped all the habitations into school areas. Their frequency according to the population slabs can be found out from the tabulated information in the School Area Registers. The maps as also the School Area Registers show the categories of the different school areas, viz. which of these have or would have independent, group or peripatetic teacher schools. The School Area Register also gives the population of the school area as also of each of the constituent habitation from which the frequency of the school areas according to the total population can be tabulated.

The school areas for the proposed schools having been formed and the total population that would be served being known, the order of priority while opening new schools can be fixed by the State Governments by reference to the School Area Registers and the list of proposed schools prepared.

It is true that due to the normal increase in population from year to year, the population of the individual habitations, and therefore, of the school areas will undergo change, but this, it is felt, will not in any way affect the composition of the school areas, as even with a total increase of about 15% in the population in the course of a decade, the population of a school area having population, say 300, would increase to about 345, and in the number of pupils, the increase would be only of about 5 to 6. The increase in population will be, on the whole, proportionate in all the slabs. As just pointed out, the increase in the number of school-going children in the smaller school areas, where particularly the question of reconstituting the school areas would have arisen, would be very little.

24. *Adequacy and Utilisation of the Existing Facilities.*—The formulation of the school areas would assist a great deal in calculating the maximum number of teachers that would be required if and when all the school-going pupils are enrolled, as also the minimum that would be necessary whatever be the enrolment, once definite decisions are taken on (a) the pupil-teacher ratio, (b) the maximum number of pupils a teacher would be required to teach and upto which limit an additional teacher will not be sanctioned and (c) the incidence of the increase in population on the population of school-going age. The present Survey is not concerned with the calculation of the number of teachers required, and moreover, as the school areas were not tabulated according to any specific population slabs, no attempt has been made in the Survey to calculate accurately the number of teachers that would be required in the different districts or States. This, however, could be readily done by the State Governments by reference to the data already collected. Incidentally, however, in order to study the adequacy and utilisation of the existing facilities, information was collected in Form 7A, regarding the number of habitations and population served by the existing primary schools, the number of local and non-local boys and girls enrolled, the number of teachers—men and women, engaged and the accommodation in terms of rooms and floor-space available. This valuable data collected in regard to every school as on the 31st of March, 1957 lends itself to a number of valuable studies. Only a few fundamental aspects emerging from the totals of these tables have been discussed in the foregoing chapters. These statistics reveal that of the 5.95.985 habitation served by the existing schools on the 31st of March, 1957, 2.29.023, that is, 38.17% of the total number of habitations served, had one or more schools in them, and the remaining 3.70.962, that is 61.83% had them in the neighbourhood. As regards the population, of the 23.23.01 lakhs served, 16.70.44 lakhs, that is 71.90% of the total served were served in their own habitations, while the remaining 652.57 lakhs were served by a school in the neighbourhood. Calculating the percentage of school-going children according to the 1951 Census, it was found that there were 290.42 lakhs children of school-going age, of whom about 147.54 lakhs were boys and 142.88 lakhs were girls. Of these, 209.30 lakhs were local (106.21 lakhs boys

and 103.09 lakhs girls) and the remaining 81.12 lakhs children (41.33 lakhs boys and 39.79 lakhs girls) were non-local.

At the primary school stage, 176.24 lakhs children were enrolled. Of these, 127.73 lakhs were boys and 48.51 lakhs were girls. A majority of these would be naturally from the age-group 6—11, but some would be from lower age-groups and some from the higher age-groups also. The Survey did not enumerate separately the children of the different age-groups. Of these, 138.98 lakhs pupils (96.81 lakhs boys and 42.17 lakhs girls) were local and the remaining 37.26 lakhs (30.92 lakhs boys and 6.35 lakhs girls) were non-local.

Comparing the local and the non-local children with the children enrolled it is found that of the total number enrolled, 78.86% were local and 21.14% were non-local. In regard to boys, 75.79% were local and 24.21% non-local. In the case of girls, as would be expected, of the total, the percentage of local girls was much higher being 86.92. The non-local girls formed only the remaining 13.08%. These percentages varied considerably from State to State, ranging from 94.52% for local boys in Andhra Pradesh to 30.3% in Himachal Pradesh. For local girls, the percentage varied from 96.58% in Andhra Pradesh to 45.15% in Himachal Pradesh.

Comparing the enrolment of local and non-local boys and girls with the total male and female population served, it was noticed that of the total male population, only 10.83% was in schools. The percentage for girls was 4.24 and for the total population, male and female taken together, it was 7.59. The percentage of local boys and girls to local population was naturally higher, 11.43% of the local male population was in schools; the percentage for girls to the local female population was 5.12%, the percentage for the total population, male and female taken together, being only 3.32. As regards the non-local children, this percentage fell to 5.71 that for the non-local boys to the non-local male population was 9.3 and of girls to the female population was only 1.98%.

These children were studying in 2,50,171 schools, of which 7,982 were indicated as girls' schools, the rest being boys' or mixed schools.

Comparing the number of pupils enrolled to the number of teachers, it was found that, on an average, there were 34 pupils per teacher, the pupil-teacher ratio in different States varying from 41 in Assam to 24 in Himachal Pradesh. Of the 5,13,013 teachers, only 62,262 were women; thus 87.86% were men teachers and 12.14% were women teachers. The percentage of women teachers was found to be maximum in Kerala, it being 37.4%, while in Orissa, it was only 1.42%.

Of the pupils enrolled, 72.47% were boys and 27.53% were girls; the percentage of girls was comparatively very high in Kerala, it being 45.03, boys forming 54.97%. It was lowest in Rajasthan, there being only 9.01% of girls as against 90.99% boys. Comparing the percentage of local boys and girls to the total local children enrolled, it was found that 69.66% of them were boys and only 30.34% were girls. In regard to the non-local children, 82.97% of them were boys and 17.03% were girls.

25. *Schools and Pupils in Urban Areas.*—The number of schools in urban areas as also the number of boys and girls enrolled in them was also incidentally found out to make the picture complete, though the Survey was concerned mainly with rural areas. From the totals taken, it is found that in the 2,812 towns and cities, in all, there were 25,451 institutions giving education at the primary school stage, of which 5,132 were for girls only. In them, of the total number of 63,33,433 children, 42,66,711 were boys and 20,66,722 were girls. Information regarding the number of local and non-local children in the urban schools as also the number of men and women teachers was not collected. As already stated, it was not within the terms of reference of the present Survey to calculate the requirements in regard to the teachers.

26. *The Rural Middle School Areas.*—As provision for education for all children of the age group 6-14 is to be made, the areas for the existing middle schools were also delimited. For this purpose, though it would be always advisable to have a school as near to the home of the child as possible, middle schools could not be diffused as widely as the primary schools and of necessity the distance limit as also the minimum population limit to justify a middle school had to be changed. Therefore, the distance limit was put at three miles instead of one mile and the minimum population limit at 1,500. To start with, a triangle was drawn in green to indicate the location of the existing middle school and all habitations within three miles' walking distance from an existing middle school, whether in urban or rural area, were enclosed in a curved 'dashed' line in green. For the habitations remaining uncatered for at the middle school stage, locations for new schools have been suggested and the location has been indicated on the map with the help of red triangles and the habitations to be served by these proposed schools within three miles' distance have been enclosed in a curved line of red dashes. The areas of the existing and the proposed schools had of course to be adjusted so that the habitation would have a school as near and at as convenient a place as possible. In delimiting the school areas, it was not that for every 1,500 of population, a school was proposed, but the minimum population requirement was 1,500. In some special cases, the distance limit had to be increased and the population limit had to be lowered down.

As a result of this delimitation of school areas, it was noticed that provision for education at the middle school stage existed on the 31st of March, 1957 in 26,267 habitations, forming 3.13% of the total number of habitations. Besides these, in the school area of these 3,96,542 habitations forming 47.21% of the total number of habitations could be included, as a result of which the existing classes at the middle school stage could be treated as serving 4,22,809 habitations, or in terms of percentage, 50.34% of the total number of habitations. This is slightly an under-estimate as some of the habitations in which schools were proposed and others that could be tagged on to the proposed schools at a shorter distance were not included in this by most of the District and State Officers. Calculating on the basis of average population per habitation in the different slabs, these schools may be taken to provide facility for middle school education in the home habitation for a total population of about 354.6 lakhs, while the population of the adjoining habitations within about three miles' distance

would come to about 1,205 lakhs; thus about 1,559.6 lakhs population can be treated as served by a school existing on the 31st of March, 1957.

As a result of the proposals, the number of habitations with schools in them would increase to 47,992, raising the percentage from 3.13 to 5.71. The number of habitations that would have schools in the vicinity would rise to 7,00,106, forming 83.84% of the habitations. Thus the total number of habitations that would be served, would be 7,48,098, forming about 89.65% and according to this, only 91,935 habitations, that is about 10.34% of the total number of habitations, would be left out without middle school facility. Even this is an over-estimate, as some habitations that came within the three-mile limit, but were not served at the primary school stage were not included by some officers and in some cases the habitations served by urban areas were also not included.

Of the total number of habitations served by middle schools, 6.21% would have the facility in the habitation itself and the remaining 93.79% would have it in the adjoining habitation. As regards the population, 22.74% of the population served would be from the school habitations and the remaining 77.26% from the adjoining habitations.

27. *Teachers and Pupils at the Middle School Stage.*—There were 32,508 schools teaching at the middle school stage in these 26,267 habitations. Information regarding the number of girls' schools was not separately available from Bihar and Kerala. Excluding these, the total number of girls' schools providing education at the middle school stage amounted to 1,115. The maximum percentage of separate girls' schools comes to 15.94 in Delhi and the minimum is in Madras, it being 0.32.

In these rural middle schools, there were 1,25,092 teachers. The number of women teachers in Bihar and Delhi was not available. Excluding these, therefore, in other States there were 11,987 women teachers. The pupil-teacher ratio ranges from 13 in Rajasthan to 29 in Delhi. The figures regarding floor-space and classrooms were not available in five cases. In the case of the rest, the average floor-space varied from 8 sq. ft. in Rajasthan to 19 sq. ft. in Bombay.

In these middle schools, of the 24,75,854 children, that is 1.59% of the total population served, 13,46,447 were local and 11,29,407 were non-local. Amongst the local children, 2,89,493, that is 21.50% were girls and the remaining 78.5% were boys. Of the non-local children, 1,11,812 that is 9.9% of the total were girls. The percentage of local boys and girls to the total number enrolled, it is noticed that, of the total number of boys enrolled, 50.95% were local and 49.05% were non-local. Amongst the girls, the percentage of local girls was 72.14 and non-local 27.86. It is but natural that the percentage of non-local girls should be far less compared to that of non-local boys. The percentages, here again, were found to vary considerably from State to State.

28. *Middle School Education in Urban Areas.*—In the urban areas, information regarding the number of girls' schools was not available from Bihar, Jammu & Kashmir and Kerala. From other States, the

number of girls' schools was 2,892, out of 11,230 institutions providing education at the middle school stage. In these schools, of the 22,55,013 scholars enrolled, 6,44,775 forming 28.59% of the total were girls and the remaining 71.41%, that is 16,10,238 were boys. Comparing the number of pupils enrolled to the total population, they were found to be 4.05%, and comparing the boys and girls to the total male and female population respectively, the percentages come to 5.45 and 2.47.

29. *The Rural High School Areas.*—At the high school stage, the existing schools were shown by green squares on the map and habitations within five miles' distance from these were grouped in their school areas, unless a school was to be proposed in them or they were nearer from an existing or proposed school. The school areas of the existing schools were shown by dotted green lines. These areas were not limited to the revenue boundaries of *tehsil* or district, but the school areas covered parts of one or more contiguous *tehsils* or districts.

It was found that facility for education at the high school stage existed in 4,500 habitations, forming 0.54% of the total number of habitations. These were found to serve 2,97,053 habitations forming 35.36% of the total number of habitations. Thus the existing high schools were found to serve in all 3,01,553 habitations. Of the total number of habitation served, 1.49% had schools in them and the remaining 98.51% were served by a school in the adjoining habitation.

Calculating on the basis of average population per slab, it was noticed that the total population served was 1,117.7 lakhs. Of these, 91.16 lakhs were local and 1,026.54 lakhs non-local; thus of the total population, 8.16% was local and 91.84% was non-local.

To provide educational facility at the high school stage in the other habitations, location of high schools has been suggested in suitable habitations, by including in that area, habitations at a distance of about five miles, and that too, only after ensuring that all these habitations, taken together, had a total population of at least 5,000. As in the case of middle schools, here again, this does not mean that for every 5,000 population a high school was to be suggested. This was the minimum requisite for the purpose. In a few cases, however, the population limit had to be lowered down and the distance limit to be increased in order to provide for sparsely populated areas. As a result of this planning in which the location of the high school was indicated on the maps by red squares and its area by red dotted lines, after adjusting the proposed school areas with the existing school areas. In all 13,487 habitations, that is 1.61% of the total number of habitations would be having provision in them at the high school stage. Besides these, 6,85,387 habitations that is 81.59% of the total would be served within the distance of about five miles. As a result, in all, 6,98,874 habitations, forming 83.2% of the total would be having the high school facility if and when provision for high school education is made in the habitations proposed, leaving out thereby 1,41,159 habitations forming 16.8% of the total number without educational facility at the high school stage. This again, is an over-estimate as some of the State Officers did not include in the high school area habitations that were not served at the middle

school and/or high school stage as also in some cases those served by the urban area. It was not possible to enumerate from the maps all the habitations so left out by them. But if their number be taken into consideration, it is felt, that the number of habitations remaining unserved would come down substantially.

30. *Teachers and Pupils at the High School Stage in Rural Areas.*—At the high school stage, there were in all 4,956 institutions teaching at the high school stage. As in the case of middle schools information regarding girls' schools is not available separately from some of the States. But in the other States, there were found to be 59 institutions for girls in rural areas.

Of the 8,42,367 students enrolled, 3,45,726 forming 41% of the total were local and the remaining 4,96,641 forming 58.96% were non-local. Of the total children enrolled, 88.37% were boys and 11.63% were girls. Of the local children 60,260 were girls and among the non-local children 37,726 were girls. Of the total number of girls, 61.5% were local and 38.5% were non-local and amongst the boys 38.35% were local and 61.65% were non-local.

In these schools, there were in all 45,608 teachers. Separate information regarding women teachers was not available from Bihar and Orissa. In the rest, 3,613 were women. The teacher-pupil ratio comes to 19 in the country as a whole, varying from about 12 in Rajasthan to about 23 in Assam and Orissa. Information regarding the number of rooms and floor-space was not available from three States. But in the rest, it varied from about 13 sq. ft. per child in Manipur to 45 sq. ft. per child in Madhya Pradesh.

Information regarding children staying in hostels was also collected, but the abstracts for the States were available only for 8 States. From these, it is noticed that the number of real local pupils, that is those staying in the habitation itself with their parents or guardians ranged from 17.9% in Uttar Pradesh to 58.3% in Andhra Pradesh. The percentage of girls in this respect was found to vary from 45.9% in Manipur to 87.5% in Delhi. The number of students staying in hostels varied from 1.65% of the total children enrolled in Punjab to 10.43% in Mysore. In this regard, the number of girls in hostels varied from 0.26% in Madhya Pradesh to 7.82% in Andhra Pradesh. Variation in the percentage of boys was from 1.68% in the Punjab to 11.36% in Mysore. A few children were found to stay with their relations or friends of the family. Their percentage varied from 0.84% in Punjab to 10.82% in Manipur. Of the total number of children enrolled, not a small number was found to be cycling or walking daily to the school. Their percentage varied from 19.63 in Madhya Pradesh to 71.67 in Uttar Pradesh. Amongst the girls, this percentage varied from 9.22 in Madhya Pradesh to 35.06 in Manipur.

These, in brief, are the results of the Educational Survey of India. It was purely a fact-finding job—the preparation of a blue-print for the location of schools by collecting facts and figures from all possible sources. Its coverage was so extensive that no village or its hamlet was to be excluded from its consideration. Thousands of village officers, the *Patwaris* and the teachers supplied the basic data

that assisted in identifying and enumerating the habitations. Co-operation of other departments was also secured. Hundreds of informal meetings with the *Patwaris*, teachers and officers of the Education and other departments at the *taluka*, block or *hobli* headquarters helped in resolving doubts and in finalising the data.

The huge mass of data collected had to be screened and processed at the district, State and all-India level, according to certain procedures, with an eye to accuracy and exactitude so as to obtain as objective, realistic and detailed a picture as possible. The statistical compilations did form an important part of the study, no doubt, but the main emphasis had to be on the placements of the existing and the proposed schools and delimitation on their school areas so that a child may have the school as near to his home as possible and at the same time, it was to be ensured that the existing facilities along with just the necessary number to be proposed encompassed as large a field as possible, within the limitations and in compliance with the principles and targets laid down for guidance. On the Survey Officers' zeal, industry and ingenuity in viewing each individual case with judicious discretion in the context of its position and strength with reference to the neighbourhood, depended the successful completion of the final picture, which is presented in the form of several maps, Registers, Tables and lists.

The work was specialised in nature without any previous experience to guide. The very nature and purpose of the project required it to be completed as quickly as possible. Difficulties—foreseen and unforeseen—were not few. Moreover, in consonance with the basic principle of economical planning of school areas, the colossal task was carried out with just the minimum staff and other requirements. There was only one officer at the State level, assisted by one officer in each district, working only for a few months (and in some cases, attending to the Survey work in addition to their normal duties) and just a skeleton staff of a couple of clerks-cum-statisticians and typists. Only in a few cases, they had the supervisory assistants. Notwithstanding this, and all personal inconveniences, the tiny State Survey Units and their district sub-units devotedly and sincerely strived with stress and strain to complete the project as best as they could. They sometimes did go wrong, this was but inevitable; but there was always the anxiety to rectify the mistakes, and as a result, corrections continued even during the preparation of the final drafts not only of the District and State Reports but also the all-India Report.

For each district has been prepared a district report, there are 299 such reports. To these are appended the district-tables, the School Area Registers, Registers showing enrolment as also lists of proposed schools and habitations left without educational facility and several large-scale maps, depicting clearly the school areas at the primary, middle and high school stages. The other documents not forming part of the District Reports, namely, the Habitation Registers, the Slab Registers and the Cards filled in by the teachers, and *Patwaris* are preserved at the district level for reference.

The value of the work lies not in the Reports, but in the planning done—in the School Area Registers and on the thousands of maps prepared. The district reports and tables are simply summarised in

the State Reports and the State tables respectively, and this all-India Report, in its turn, attempts just to summarise them.

This all-India Report just tries to present what the State Officers have compiled from the material collected and collated by their District units. It is the fruit of their labour—in the field work and in the office, working not infrequently from morning to late at night with maps, the registers and the figures. In spite of all precautions taken and the checks and counterchecks applied at all levels, it is not unlikely that a few mistakes here and there have stealthily crept in, or in some cases, the principles and targets laid down might have been unwarrantedly relaxed by some district officers, but such cases, it is hoped, would be few. Moreover, this was inevitable in such a voluminous collection and processing of statistical figures and delimiting of school areas by taking various factors into consideration in the limited time.

The district, State or this all-India report is an attempt to present what the tables and the maps have to say; they, as far as possible, avoid commenting on the situation, but have attempted to present the facts and figures objectively. The facts would, of course speak for themselves.

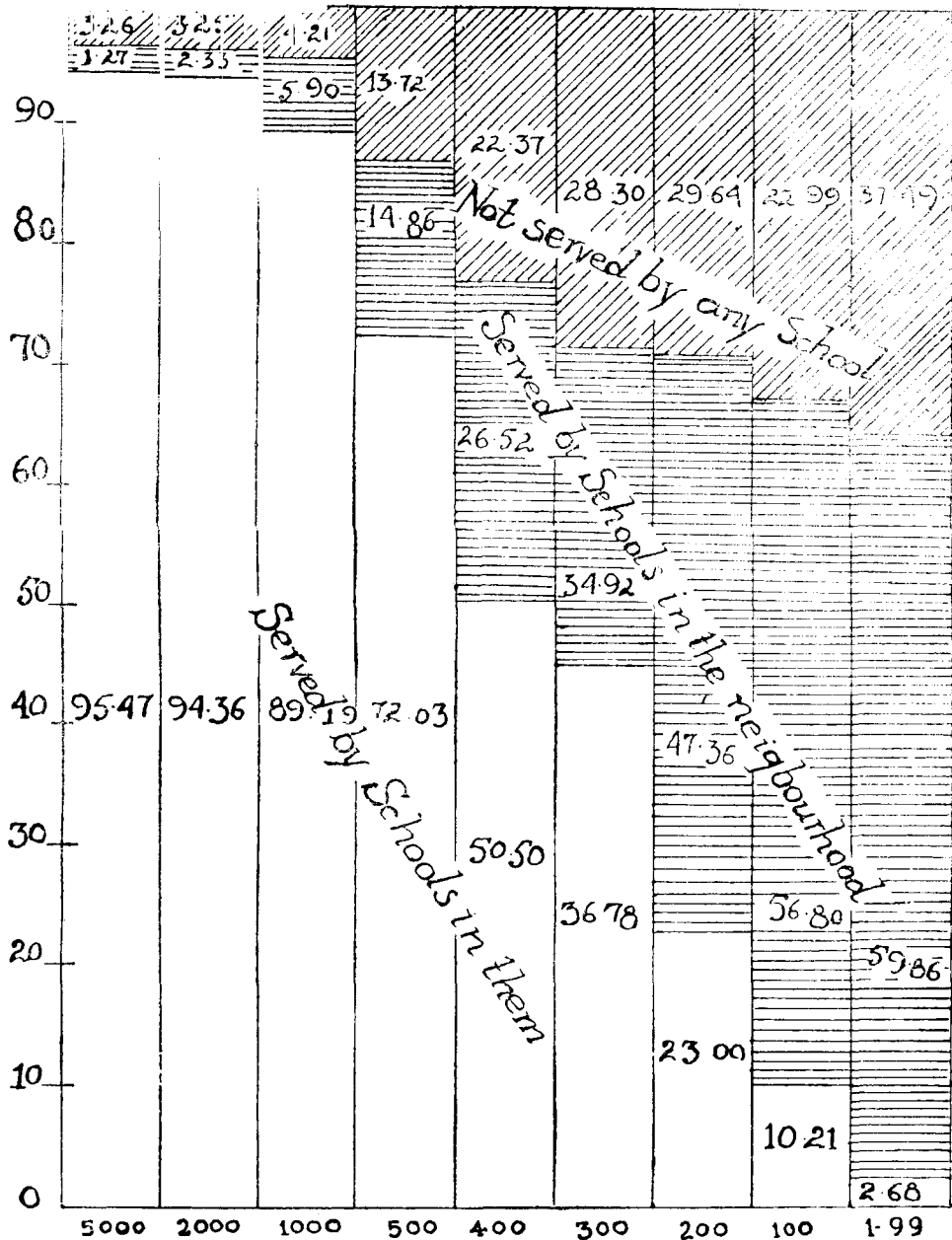
The objectives were quite clear and these, it is hoped, have been achieved. The gratification lies in the fact that the results of the Survey, as soon as they were ready, began immediately to be utilised by the States in the planning of the new schools. It is hoped that the data collected would continue to assist in the objective and realistic planning of educational development in future at the primary, middle and high school stages according to a properly-phased economical programme, so as to reach, at an early date, the cherished goal of universal free education enunciated in Article 45 of the Constitution.

Diagrams, Maps and Appendices

	PAGES
Diagrams	503(a) to 503(h)
Specimen from a Map Showing School Areas	503(i)
Maps of India and States	503(j) to 503(q)
Appendices I(a) to I (n)—The Forms	505—522
Appendix 2—The Scheme of School Class	523—524

APPENDICES

No.	Form No.
I a Register of Habitation (Urban Areas)	I/A
I b Register of Habitation (Rural Areas)	I/B
I c Habitations with and without Schools	2
I d Habitations with and without Educational Facilities	3
I e Register of School Areas (Rural)	4
I f Proforma for District Tables	5
I g Education in Urban Areas (as on 31st March, 1957)	6
I h Education in Rural Areas (as on 31st March, 1957)	7
I i Proforma for District Table No. 1 Number of Urban Habitations and Their Population	1
I j Proforma for District Table for District (showing Distances of Habitation from the Existing/Proposed Group Primary Schools)	2
I k Proforma District Table for Distances Children have to walk—Peripatetic Teacher Schools	3
I l Proforma for showing Habitations Served by Existing Middle/High Schools	4
I m Proforma for showing Rural Habitations served by Peripatetic Teacher Schools	5
I n Proforma for List of Proposed Schools	7
	PAGES
II The Scheme of School Classes	523—524



Population slabs →

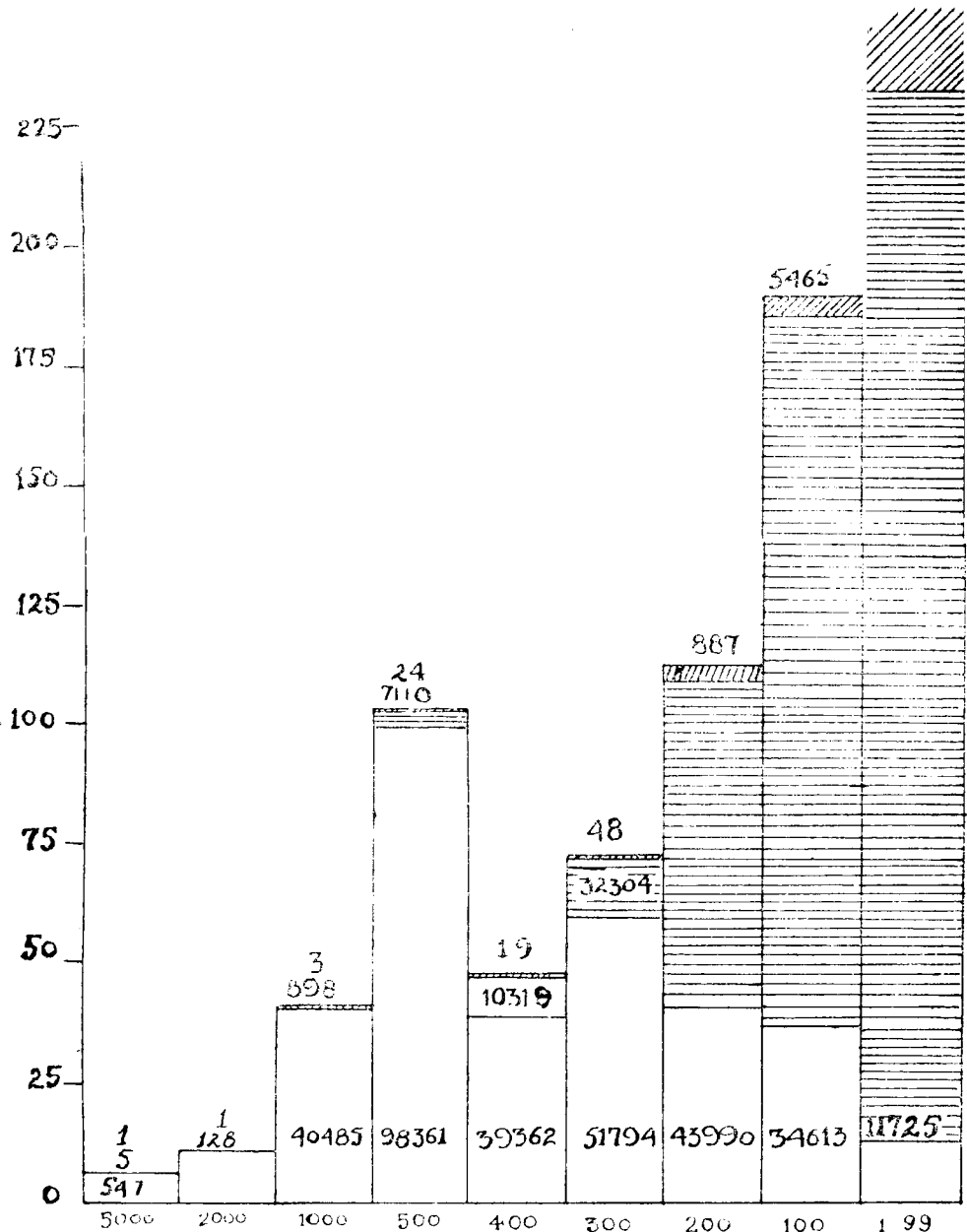
Percentage of Rural Habitations with and without Primary educational facility in them or in the neighbourhood (as on 31.3.1957)



Not served




School in the neighbourhood

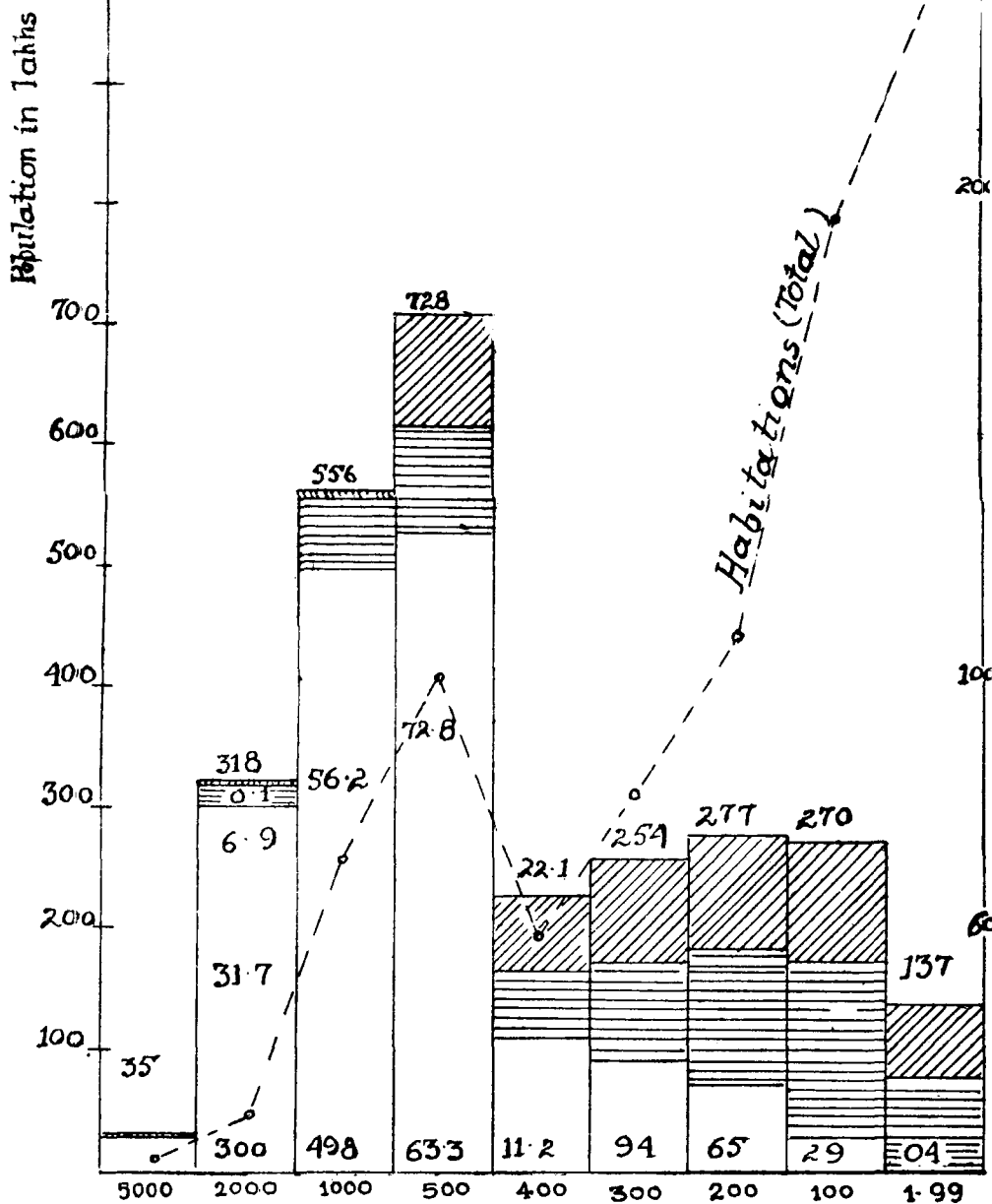
School in them



Population slabs




Habitations that would be with and without educational facility at the Primary schools stage in them or in the neighbourhood (after Planning Position)

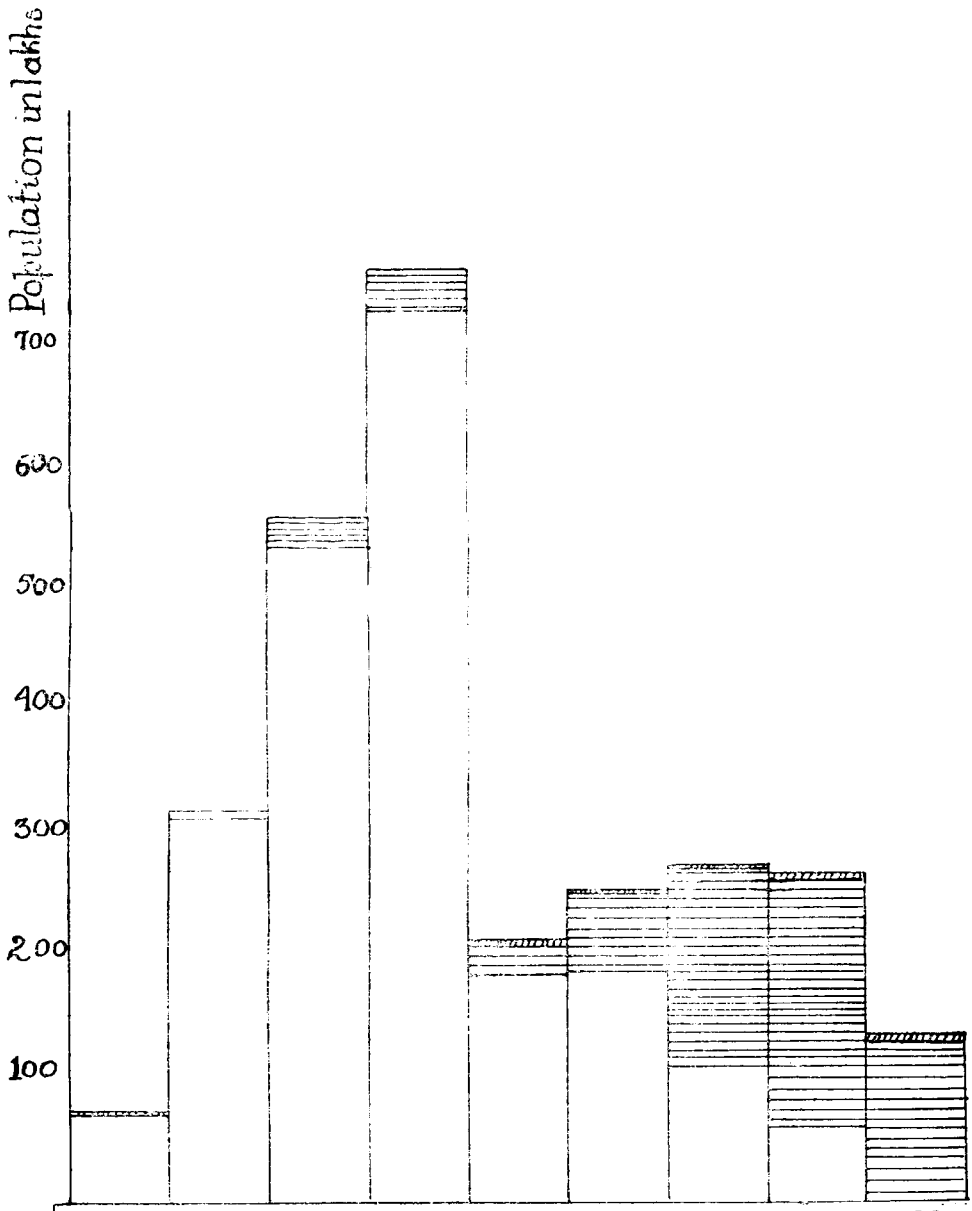
-  Without school even in neighbourhood
-  With schools in the neighbourhood
-  With schools in them



Population slabs →

Population with and without educational facility at the Primary school stage (as on 31-3-1957)

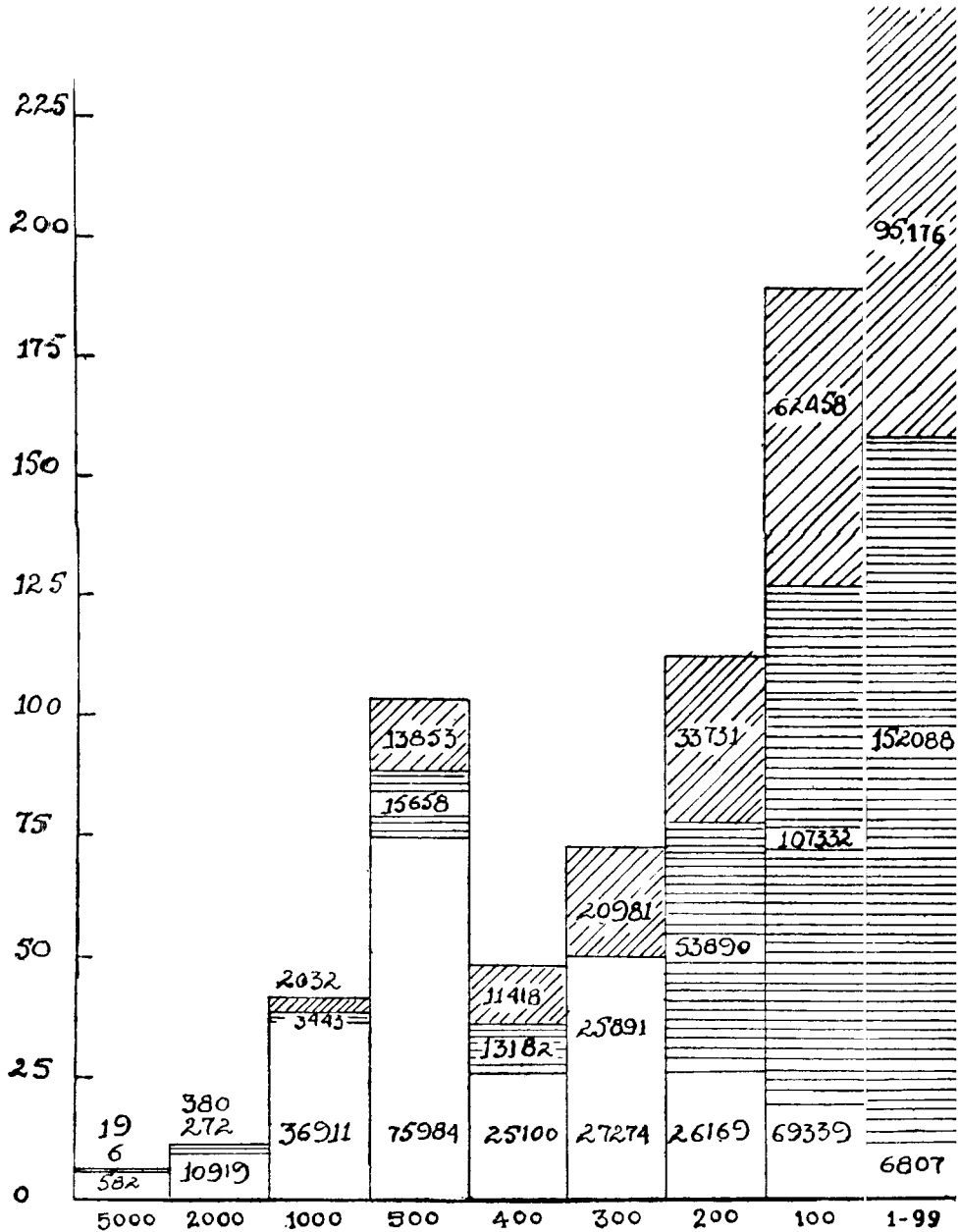
-  Not served
-  Served by schools in the Neighbourhood
-  Served by school in the Habitation.



Population slabs →




Population with and without educational facility at the Primary school stage (after Planning Position)

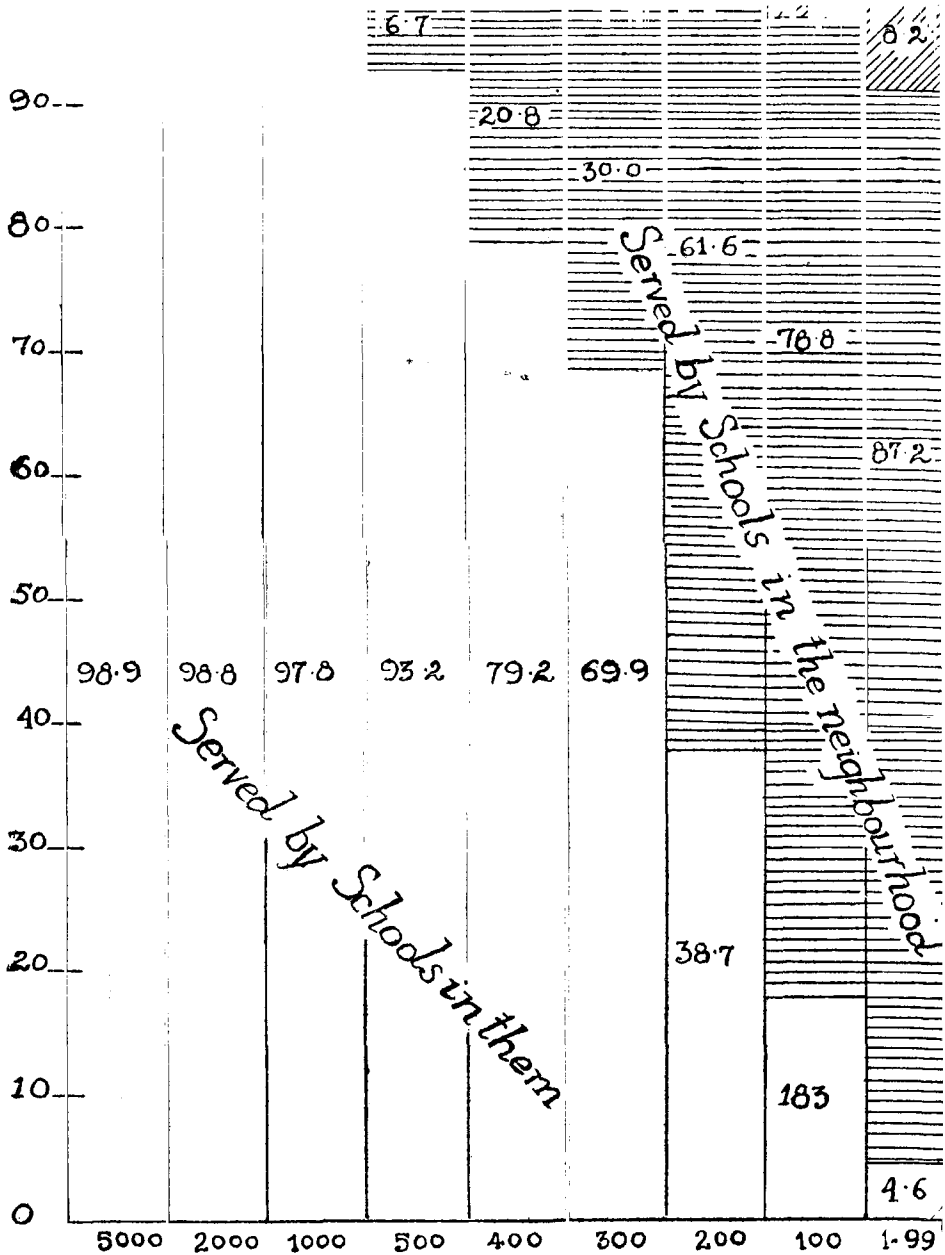
- ▨ Not served
- ▧ Served by schools in the neighbourhood
- Served by schools in the habitation



Population slabs →




Habitations with and without educational facility at the Primary school stage in them or in the neighbourhood (as on 31-3-1957.)

-  Without schools even in the neighbourhood
-  With schools in the neighbourhood
-  With schools in them



Population slabs →

Percentage of Rural Habitation that would have Primary educational facility in them or in the neighbourhood (after Planning Position)

-  School in them.
-  School in the neighbourhood
-  Not served

percentage of Population with and without facility at the Primary School, Stage the Habitation or in the neighbouring habitation. (after Planning Position.)

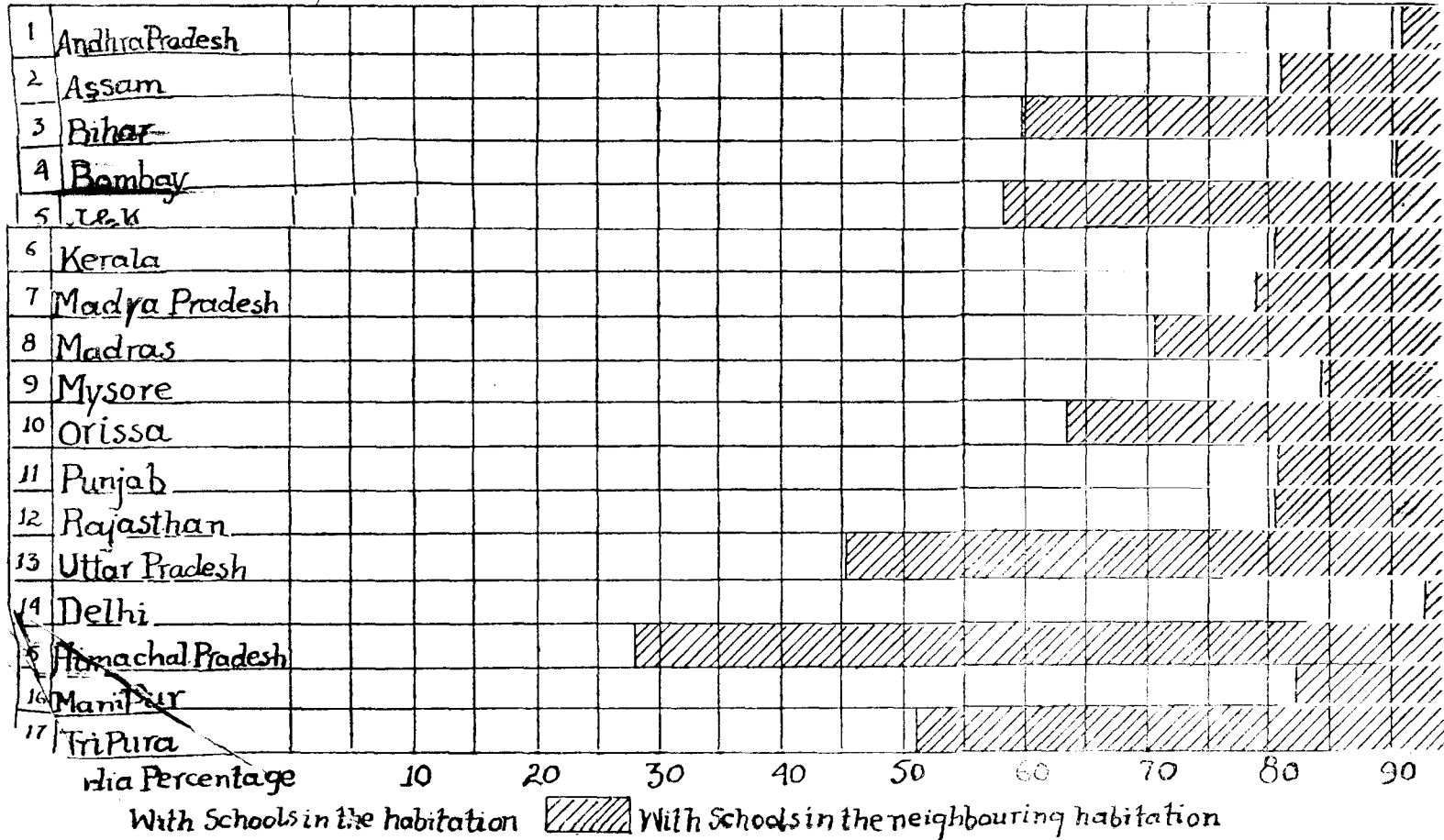
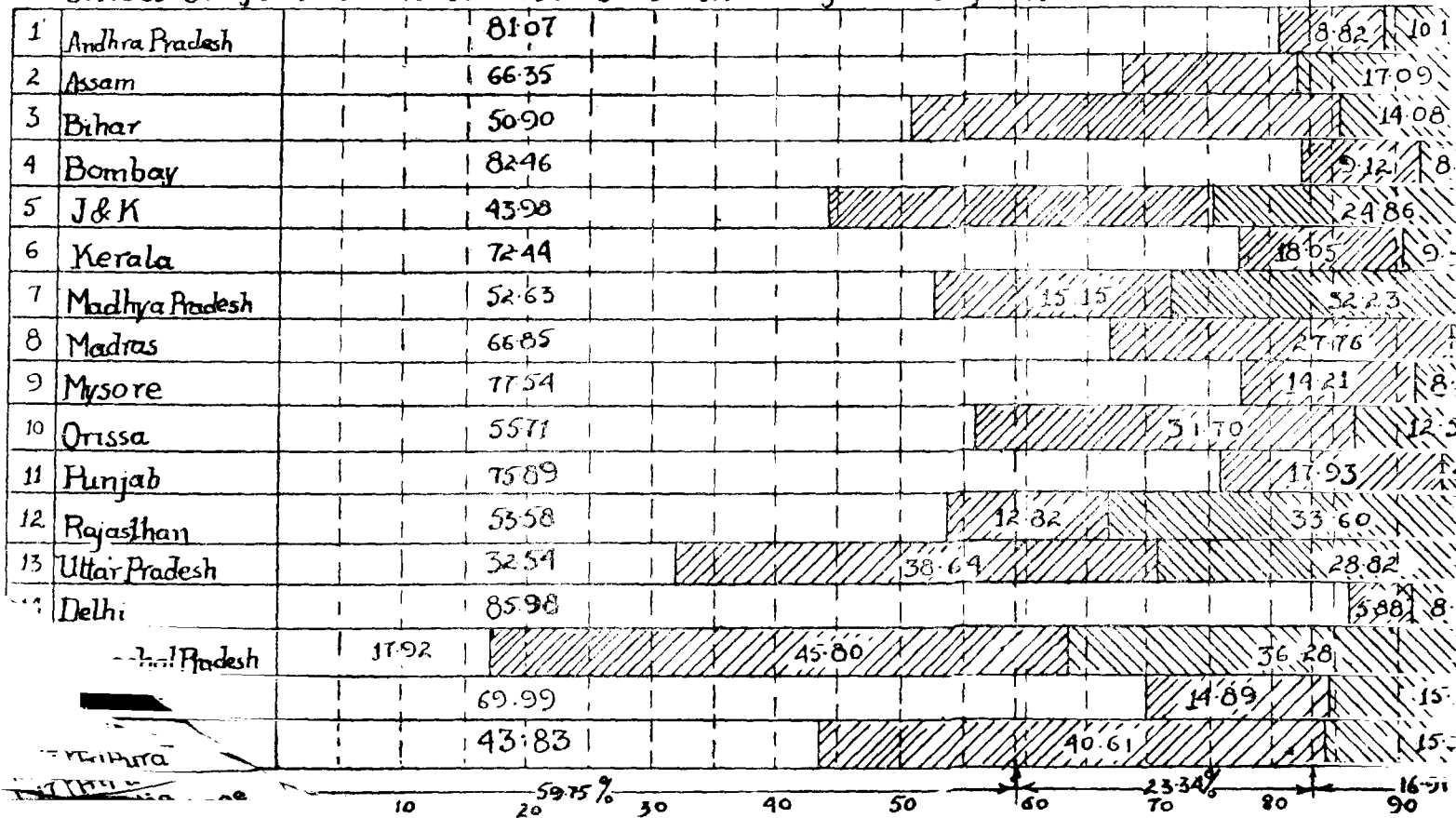


Diagram showing the Percentage of Population with and without facility at the Pri- school stage in the habitation or in the neighbouring habitation





JAMMU & KASHMIR

Baramulla
1334 (435)

Srinagar
840 (424)

Anantnag
1608 (356)

Doda
1724 (149)

Udhampur
1486 (137)

Kathua
1058 (157)

Chamba
2264 (79)

Ladakh
514 (173)

Kangra
6044 (149)

Amritsar
1231 (790)

Mohali
2107 (600)

Mandi
450 (78)

Makhu
3909 (83)

Jullandhar
1202 (664)

Ludhiana
870 (677)

Bilaspur
357 (134)

Sirmur
1435 (104)

Ferozpur
1165 (633)

Bhatinda
654 (539)

Patiala
3485 (209)

Ambala
1802 (387)

Hissar
1155 (353)

Karnal
1359 (649)

Rohtak
788 (122)

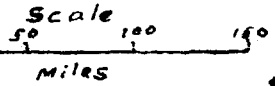
DELHI
289 (783)

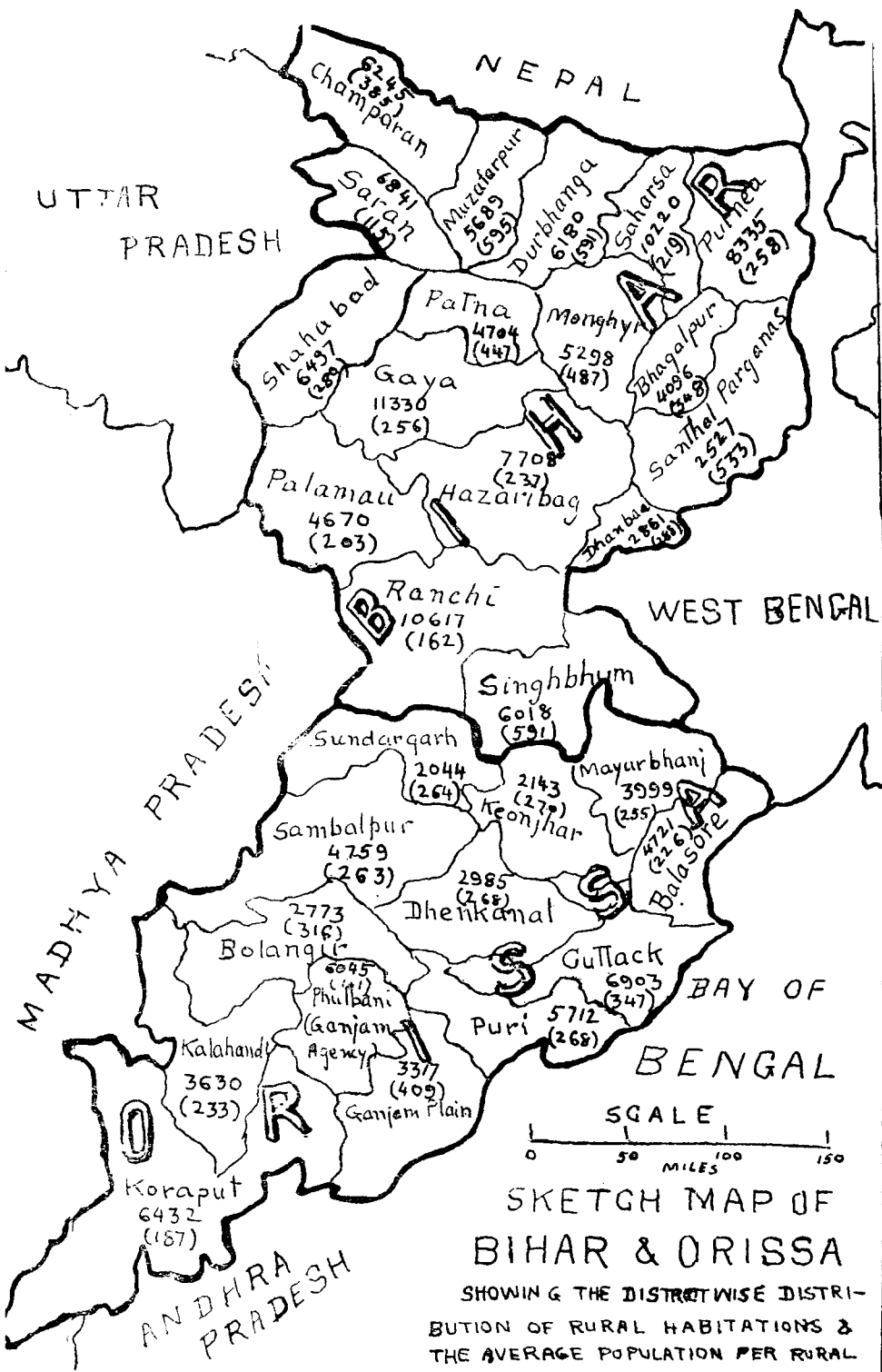
Gurgaon
555 (78)

Gurgaon
1659 (488)

SKETCH MAP OF JAMMU-KASHMIR, HIMACHAL PRADESH, PUNJAB & DELHI

Showing The Number of Rural Habitations, Their Average Population (shown in Brackets) in Each District





SKETCH MAP OF BIHAR & ORISSA

SHOWING THE DISTRICTWISE DISTRIBUTION OF RURAL HABITATIONS & THE AVERAGE POPULATION PER RURAL HABITATION

APPENDIX I(a)
Register of Habitations
(Urban Areas)

_____ District _____

_____ State _____

Serial No.	Name of the City or Town	Urban Areas included		Population of the		Remarks
		No.	Name	Urban Area (Col. 4)	Town or City (Col. 2)	
1	2	3	4	5	6	7

APPENDIX I(b)
Register of Habitations
(Rural Areas)

Taluka/Tehsil

District

State

Serial No.	Name of the Village	No. of Habitations	Serial No.	Habitations Name	Distance of the Habitation from the Village	Population of the		Serial No. of the School Area	Number of Schools			Remarks
						Habitation	Village		Primary	Middle	High	
1	2	3	4	5	6	7	8	9	10	11	12	13

APPENDIX I(c)
Habitations with and without Schools
(Arranged according to Population Slabs)

----- Taluka/Tehsil ----- District ----- State -----

----- Class ----- Population Slab -----

Serial No.	Name of the Habitation	Popula- tion	Number of Existing Schools at			Population of the Habitations served by								Re- marks
			Primary School Stage	Middle School Stage	High School Stage	(As on 31-3-1957)				(As it would be after Planning)				
						Schools in it	Schools in the neighbouring Habitations		By no School	Schools in it	Schools in the neighbouring Habitation		By no School	
							Popula- tion	Dis- tance			Popula- tion	Dis- tance		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

APPENDIX I(d)—Contd.

1	2	3	4	5	6	7	8	9	10	11	12
With Schools in the neighbouring Habitations 4. No. of Habitations . . . 5. Their total Population . 6. Percentage of their Population to total Population .											
Without any School in vicinity 7. No. of Habitations . . . 8. Their total Population . 9. Percentage of their Population to total Population .											
Total . 10. Total Number of Hamlets . 11. Total Population .											

APPENDIX I(f)
DISTRICT TABLE No.

Serial Number	Name of the Tehsil or Taluka	5000 and above	2000 to 4999	1000 to 1999	500 to 999	Below 500						Grand Total
						400 to 499	300 to 399	200 to 299	100 to 199	Below 100	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13
1	(a) No. of Habitations (b) Populations											
2	(a) No. of Habitations (b) Population											
3	(a) No. of Habitations (b) Population											
4	(a) No. of Habitations (b) Population											
5	(a) No. of Habitations (b) Population											
6	(a) No. of Habitations (b) Population											

APPENDIX I(f)—Contd.

1	2	3	4	5	6	7	8	9	10	11	12	13
7	..... (a) No. of Habitations . (b) Population .											
8	..... (a) No. of Habitations . (b) Population .											
9	..... (a) No. of Habitations . (b) Population .											
10	..... (a) No. of Habitations . (b) Population .											
11	..... (a) No. of Habitations . (b) Population .											

APPENDIX I(g)
Education in Urban Areas (as on the 31st March, 1957)

_____District _____State

Serial No.	Name of the Town or City	Population	Number of Institutions									Number of Scholars									Remarks	
			Primary School Stage			Middle School Stage			High School Stage			Primary School Stage			Middle School Stage			High School Stage				
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	

APPENDIX I(h)

Education in Rural Areas as on the 31st March, 1957

Tehsil

District

State

Serial No.	Name of the School Area	Habitation with School		Total No. of Habitations	Popula- tion of		Number of Schools	Serial No. of the School Area	Number of Schools for		Number of Scholars						Class-rooms		Teachers		Re- marks	
		Sr. No.	Name		The Habitation	School Area			Boys	Girls	Local		Others		Total			Number	Area (sq. ft.)	Men		Women
											Boys	Girls	Boys	Girls	Boys	Girls	Total					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23

APPENDIX I(i)

DISTRICT TABLE No. 1

Number of Urban Habitations and their Population

Sr. No.	Slab of Population	No. of Urban Areas	Total Population
1	2	3	4
1	1,00,000 and over		
2	50,000 to 99,999		
3	20,000 to 49,999		
4	10,000 to 19,999		
5	5,000 to 9,999		
6	Below 5,000		
	TOTAL		

APPENDIX I(j)

DISTRICT TABLE No.

Distances of Habitations from the Existing/Proposed Group Primary Schools

Slab of Population	No. of Habitations within					
	No Distance	Half a mile or less	One mile or less	1½ miles or less	More than 1½ miles	Total
1	2	3	4	5	6	7
5000 and above						
2000—4999						
1000—1999						
500—999						
Total 5000 and above						
400—499						
300—399						
200—299						
100—199						
Below 100						
Total below 500						
GRAND TOTAL						

APPENDIX I(k)

DISTRICT TABLE No.

Distances which Children have to walk under the Existing/Proposed Peripatetic Teacher Schools

Slab of Population	Number of Habitations within					Total
	No Distance	Half a mile or less	One mile or less	1½ mile or less	More than 1½ mile	
1	2	3	4	5	6	7
300 and above						
200—299						
100—199						
Below 100						
Total Below 300						
GRAND TOTAL						

APPENDIX I(1)

District Table No. A

Number of Habitations served by Existing Middle/High Schools

Slab of Population	Having a School in then	Served by a School outside	Not served by any School	Total No. of Habitations in the Slab
1	2	3	4	5
500 and above				
2000—4999				
1500—1999				
1000—1499				
Below 1000				
TOTAL				

APPENDIX I(1)—*contd.*

District Table No. AB
Number of Habitations served by Middle/High Schools (After Planning)

Slab of Population	Number of Habitations			Total No. of Habitations in the Slab
	Having a School	Served by a School outside	Not served by any School	
1	2	3	4	5
5000 and above				
2000—4999				
1500—1999				
1000—1499				
Below 1000				
TOTAL				

District Table No.

Rural Habitations served by Peripatetic Teacher Schools
(Served by Existing/Proposed Schools)

Sl. No.	Name of the Tehsil or Taluka	300 and Above	Below 300				Grand Total
			200 to 299	100 to 199	Below 100	Total	
1	2	3	4	5	6	7	8
1	(a) No. of Habitations (b) Population						
2	(a) No. of Habitations (b) Population						
3	(a) No. of Habitations (b) Population						
4	(a) No. of Habitations (b) Population						
5	(a) No. of Habitations (b) Population						
6	(a) No. of Habitations (b) Population						
7	(a) No. of Habitations (b) Population						
8	(a) No. of Habitations (b) Population						
9	(a) No. of Habitations (b) Population						
10	(a) No. of Habitations (b) Population						

APPENDIX I(m)—

1	2	3	4	5	6	7	8
11	..... (a) No. of Habitations (b) Population						
12	..... (a) No. of Habitations (b) Population						
13	..... (a) No. of Habitations (b) Population						
14	..... (a) No. of Habitations (b) Population						
15	..... (a) No. of Habitations (b) Population						
16	..... (a) No. of Habitations (b) Population						
17	..... (a) No. of Habitations (b) Population						
18	..... (a) No. of Habitations (b) Population						
19	..... (a) No. of Habitations (b) Population						
20	..... (a) No. of Habitations (b) Population						
21	..... (a) No. of Habitations (b) Population						
	Total :— (a) No. of Habitations (b) Population						

APPENDIX II
Scheme of School Classes

States	Primary School Stage		Middle School Stage		High School Stage	
	Standards or Classes	Years	Standards or Classes	Years	Standards or Classes	Years
Andhra Pradesh: (a) Andhra	Std. IV	5	Forms I-III (Sec.) . Stds. VI-VIII (Ele.) .	3 3	Forms IV-VI	3
(b) Telangana	Inf. I-IV	5	Stds. V-VII	3	Std. VIII-X	3
Assam	A,B, I-III	5	IV-VI	3	VII-X	4
Bihar	I-V	5	VI-VII	2	VIII-XX	4
Bombay: (a) Former Bombay	I-IV	4	V-VII	3	VIII-XI	4
(b) Vidarbha	I-IV	4	V-VIII	4	IX-XI	3
(c) Marathwada	Inf. I-IV	5	V-VII or VIII	3-4	VIII or IX to XI	4-3
(d) Kutch	Inf. I-IV	5	V-VII	3	VIII-XI	4
J. & K.	I-V	5	VI-VIII	3	IX-X	
Kerala	I-V	5	Forms I-III	3	Forms IV-VI	

APPENDIX II—Contd.

States	Primary School Stage		Middle School Stage		High School Stage	
	Standards or Classes	Years	Standards or Classes	Years	Standards or Classes	Years
Madhya Pradesh :						
(a) Mahakoshal	I-IV	4	V-VIII	4	IX-XI	3
(b) Other Districts	I-V	5	VI-VIII	3	IX-X	2
Madras	I-V	5	Stds. VI-VIII(H.Ele.) Forms I-III(Sec.)	3 3	Forms IV-VI	3
Mysore:						
(a) Civil Areas and Bellary	I-V	5	Forms I-III	3	Forms IV-VI	3
(b) Old Bombay District	Forms I-IV	4	Class I-IV	4	Class I-III	3
(c) Other District	I-IV	4	V-VII	3	VIII-XI	4
Orissa	Inf. I-V	1+5	VI-VII	2	VIII-XI	4
Punjab	I-V	5	VI-VII	3	IX-X	2
Rajasthan	I-V	5	VI-VIII	3	IX-X	2
Uttar Pradesh	I-V	5	VI-VIII	3	IX-X IX-X	2 2

APPENDIX II—Contd.

States	Primary School Stage		Middle School Stage		High School Stage	
	Standard or Classes	Years	Standards or Classes	Years	Standards or Classes	Years
Delhi:						
Boys	I-IV . . .	4	V-VIII . . .	4	IX-X . . .	2
Girls	I-V	5	VI-VIII . . .	3	IX-X . . .	2
Himachal Pradesh . . .	I-V	5	VI-VIII . . .	3	IX-X . . .	525
Manipur	A,B, I-II . . .	4	III-VI	4	VII-X . . .	
Tripura	I-IV	4	V-VIII	4	IX-X	


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